DOCUMENT RESUME

ED 042 859 UD 010 591

TITLE	A Communication Skills Program Model. Rural Isolated Schools Program.
INSTITUTION	Southeastern Education Lab., Atlanta, Ga.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	69
NOTE	111p.
EDRS PRICE	EDRS Price MF-$0.50 HC Not Available from EDRS.
DESCRIPTORS	*Communication Skills, *Compensatory Education, Elementary Education, *Federal Aid, Federal Programs, Language Programs, Models, Program Costs, Program Development, Program Guides, Program Proposals, *Project Applications, Secondary Education
IDENTIFIERS	*Elementary Secondary Education Act Title III, ESEA Title III Programs

ABSTRACT

Contents of this report on a fictitiously named (Harold County) project, prepared as a guide in applying for Title III ESEA funding consideration, are in five parts. Part I projects basic ESEA statistical information, including budget, school enrollment, project participation, staff members engaged, personnel for administration and implementation of project, and number of persons served or to be served and estimated cost distribution. Part II, Narrative, projects discussions of the community, need for programs, objectives, procedures, emphasis, planning, participation of nonpublic school children, evaluation, dissemination, qualifications of professional personnel, facilities, equipment and materials, subcontracting, and, tax effort. Part III, Financial, details the budget of the project to be funded. Part IV, Compliances and Assurances, projects the assurance for initial application, certificate, and legal authority to apply for grant. Part V, Appendix, is a review of related literature and research on communication skills. [Not available in hard copy because of marginal legibility of parts of this document.] (JM)

ED042859

A COMMUNICATION SKILLS PROGRAM MODEL

UD010591

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rural isolated schools program

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ED0 42859

COMMUNICATION SKILLS PROJECT
RURAL ISOLATED SCHOOLS

A MODEL

HAROLD COUNTY, TAPPAN

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OE 4381 (REV 8/67)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

BUDGET BUREAU NO. 51-R60
APPROVAL EXPIRES 6/30/68

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY →	PROJECT NUMBER	VENDOR CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*

A ☒ INITIAL APPLICATION FOR TITLE III GRANT
B ☐ RESUBMISSION
C ☐ APPLICATION FOR CONTINUATION GRANT
D ☐ END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE OE ASSIGNED PROJECT NUMBER ______

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*

A ☐ INNOVATIVE
B ☒ EXEMPLARY
C ☐ ADAPTIVE

4. TYPE(S) OF ACTIVITY *(Check one or more)*

A ☐ PLANNING OF PROGRAM
B ☐ PLANNING OF CONSTRUCTION
C ☒ CONDUCTING PILOT ACTIVITIES
D ☒ OPERATION OF PROGRAM
E ☐ CONSTRUCTING
F ☐ REMODELING

5. PROJECT TITLE *(5 Words or Less)*

School Improvement Through Communication Skills Development

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

To improve the educational opportunities for children and enhance the instructional competencies of teachers by establishing a Communication Skills Clinic that is equipped to diagnose and treat deficient communication skills which will simultaneously reflect improved strategies in the instructional program.

ITEM NUMBER ______

7. NAME OF APPLICANT *(Local Education Agency)*

Harold County
Public Schools

8. ADDRESS *(Number, Street, City, State, Zip Code)*

P. O. Box 647
Manor, Tappan

9. NAME OF COUNTY

Harold County

10. CONGRESSIONAL DISTRICT

Fourth

11. NAME OF PROJECT DIRECTOR

William Dewey Jones

12. ADDRESS *(Number, Street, City, State, Zip Code)*

PHONE NUMBER

647-3462

AREA CODE

106

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*

John H. Doe

14. ADDRESS *(Number, Street, City, State, Zip Code)*

P. O. Box 647
Manor, Tappan

PHONE NUMBER

647-3461

AREA CODE

106

15. POSITION OR TITLE

Superintendent, Harold County Public Schools

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

DATE SUBMITTED

July 5, 1969

SECTION A – Continued

LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED: 1 B. TOTAL NUMBER OF LEA'S SERVED: 1 C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED: 100,000	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED $ 281

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE *(Month, Year)*	ENDING DATE *(Month, Year)*	FUNDS REQUESTED
A.	Initial Application or Resubmission		7-1-69	6-30-70	117,505.00
B.	Application for First Continuation Grant		7-1-71	6-30-72	
C.	Application for Second Continuation Grant		7-1-71	6-30-73	
D.	Total Title III Funds				
E.	End of Budget Period Report				

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY ____

2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS ____

C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY $____

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1 - 6	GRADES 7 - 12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public			1569	1322			2891	
		(2) Non-public			602	198			800	
B	Persons Served by Project	(1) Public		260	784	330			1384	51
		(2) Non-public			301	49			350	12
		(3) Not Enrolled								
C	Additional Persons Needing Service	(1) Public			785	992			1777	50
		(2) Non-public			301	149			450	20
		(3) Not Enrolled								

2.	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
TOTAL NUMBER OF PARTICIPANTS BY RACE *(Applicable to figures given in item IB above)*	485	1312			1797

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	68	20			12

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION				2		
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN				6		
(3) GRADES 1-6				2		
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFSSIONAL				3	42	1.1

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED 6 (2.) TOTAL CALENDAR DAYS RETAINED 22

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION		5	1.0			
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6		21	4.2			
(4) GRADES 7-12		16	3.2			
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL		5	1.0			

F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED 6 (2.) TOTAL CALENDAR DAYS RETAINED 24

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

	MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NON PUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
		PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.	EVALUATIVE PROGRAMS								
A	Deficiency Survey (Area Needs)								
B	Curriculum Requirements Study (Including Planning for Future Need)								
C	Resource Availability and Utilization Studies								
2.	INSTRUCTION AND/OR ENRICHMENT								
A	Arts (Music, Theater, Graphics, Etc.)								
B	Foreign Languages								
C	Communication Skills ~~Language Arts (English Improvement)~~			1085	379	63			39,203
D	Remedial Reading								
E	Mathematics								
F	Science								
G	Social Studies/Humanities								
H	Physical Fitness/Recreation								
I	Vocational/Industrial Arts								
J	Special-Physically Handicapped								
K	Special-Mentally Retarded								
L	Special-Disturbed (Incl. Delinquent)								
M	Special-Dropout								
N	Kindergarten ~~Special-Minority Groups~~		260						10,797
3.	INSTRUCTION ADDENDA								
A	Educational TV/Radio								
B	Audio-Visual Aids								
C	Demonstration/Learning Centers								
D	Library Facilities								
E	Material and/or Service Centers								
F	Data Processing								
4.	PERSONAL SERVICES								
A	Medical/Dental								
B	Social/Psychological								
5.	OTHER								

ABSTRACT

A. The Harold County Public Schools, a rural-isolated county school system, having seventy-three (73) percent Negro pupils, request an operational grant of $117,505.00 to help finance the first year of a three-year educational improvement program, designed to accomplish the following objectives: (1) to improve the instructional competencies of teachers in teaching communication skills to the point of achieving statistically significant gains by pupils in the areas of reading, writing, speaking, listening, attendance, interest, self-concepts, attitudes, and retention in school; (2) to improve significantly the readiness of pupils to enter and to succeed in the first grade as shown by their performance on standardized measures of communication skills readiness; and (3) to improve the strategies for organizing learning activities in communication skills to the point of achieving statistically significant gains by pupils in reading achievement, school attendance, favorable attitudes toward school, and retention in school.

The following activities and procedures will be utilized to achieve the stated objectives: (1) An in-service training program will be provid to improve the instructional competencies of teachers in communication skills, (2) Diagnosis and treatment of 5 year old preschool children

through clinic intervention to increase the readiness of these children for entering school and to insure the possibilities of success in the first grade; (3) A Communication Skills Clinic will be established, to diagnose and treat communication skills problems of pupils while simultaneously providing a means for developing teacher competencies in teaching the communication skills, through a variety of in-service training experiences, including observations through one-way mirrors, communication experts, specialists working with children on real problems; (4) A select group of professional personnel, who will attend the 1968 Summer Institute at the University of Brewster, will form a critical mass to act as change agents to familiarize other teachers of Harold County with the latest and most promising principles for organizing instruction to facilitate pupil progress; and (5) The experience gained by teachers during the summer institute program will deal with the exploration of possibilities that will lend themselves effectively to:

1. the nature of language
2. language development
3. characteristics of disadvantaged children
4. team teaching
5. problem solving techniques for instruction
6. Utilizing human material community resources

7. involvement of parents and representatives of community agencies and businesses

8. the use of instructional technology and other approaches to teaching communication skills

9. utilizing the contributions of psychology, sociology and anthropology to the communication process.

During the academic year of 1969-70, the administrator and his staff will study their organization and plan as well as seek to implement new strategies for attacking communication skills problems as a result of participation in the summer institute training program.

B. SPECIAL ADAPTATION

Although the Harold County's Project has a fictitious name, the content of the project is based on an actual program.

The need to improve the teaching-learning process in the area of communication skills for rural isolated school children is one of seven needs found to be common to approximately 242 school districts in the 17 southern and border states. This, among other facts were pointed up in a study conducted by the University of Miami and several cooperating universities. The pilot populations for this study were six rural isolated school districts, of which two were in Mississippi, two in Georgia, and two in South Carolina.

This project is prepared to be used as a model in accelerating learning for these schools as set forth above, specifically it is prepared for guidance in applying for Title III, ESEA, funding consideration.

I. The Community

The population of the State of Tappan is 2,300,000. Approximately 100,000 people live in Harold County, the geographic area to be served by this project. This population represents less than 5 percent of the total state population. There are 2,891 school children in this school system, consisting of 2,110 Negro and 781 white students. Thus, approximately 73 percent of the school children are Negro, while only 27 percent are white.

Harold County is a county unit school district that is considered to be rural isolated with the economy of the county being mostly agricultural. Sixty-eight percent of the population is classified as rural farm and 20 percent as rural non-farm. The median family income is approximately $1,650. Principally due to the serious cultural, economic, and social conditions prevailing in the county, the school system is considered to be very educationally disadvantaged.

Nine attendance centers provide educational programs for the school system. These attendance centers include: (1) two schools, grades eight through twelve, housing 1,100 Negro pupils with 34 teachers; (2) five schools, grades one through seven housing 900 Negro pupils with 31 teachers; (3) one school, grades one through four, housing 100 Negro pupils with 5 teachers; and (4) one desegregated school, grades one through twelve, housing 781 white and 10 Negro pupils with 30 white and 1 Negro faculty members.

The legal authority for the school system is vested in an elected school board and in an appointed superintendent of education. At the present time the school board consists of seven white board members. It is anticipated that Negro representation on this board may result from the next school board election.

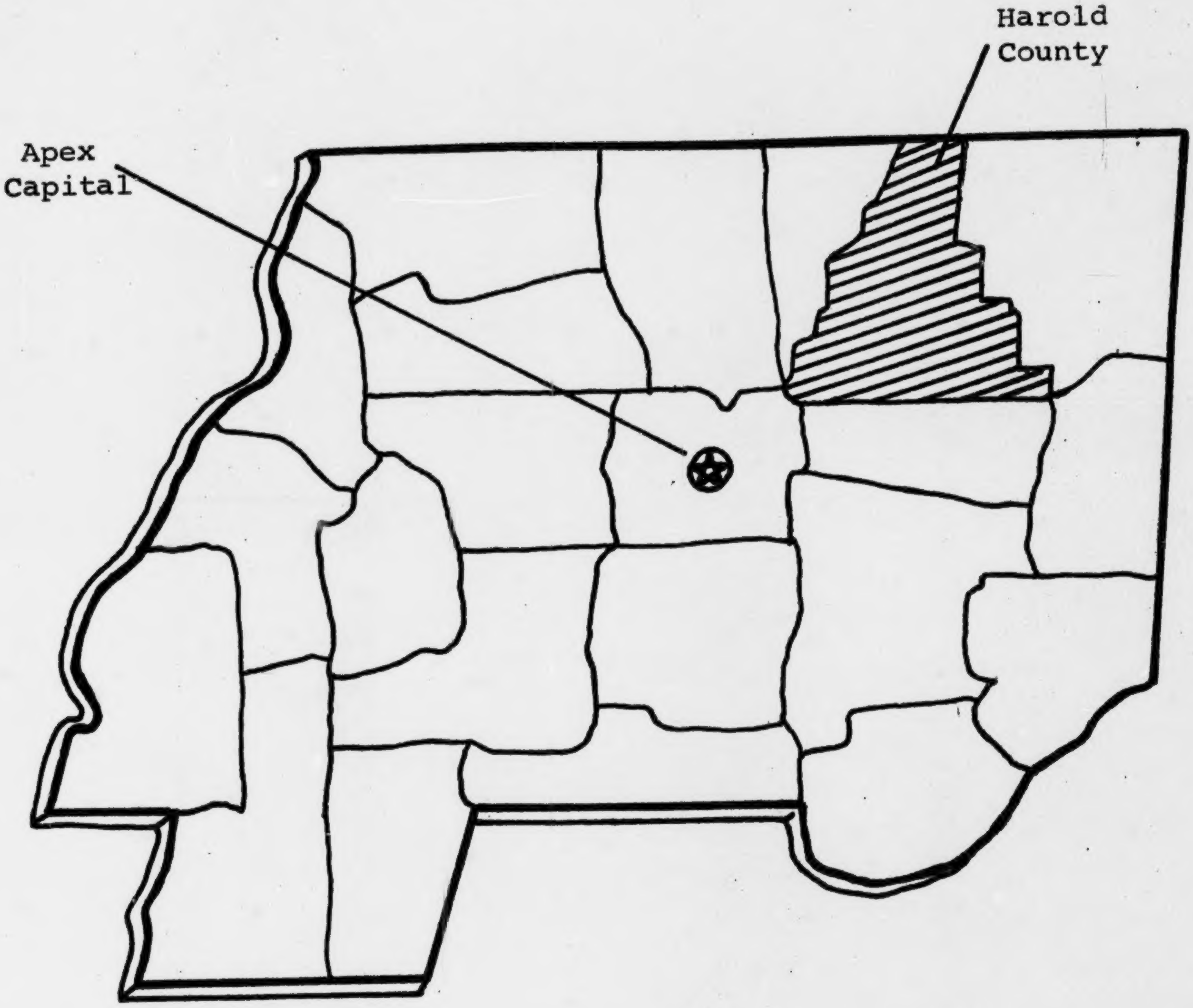
B. On the following page is a map showing Harold County and its geographic location with reference to other counties and major population centers in the State of Tappan. It is recognized but not included here that the following information relative to, (a) economic and occupational picture of the community, (b) population trend for the past ten years and projections, (c) mobility patterns, and (d) spot map, should be secured for Tappan County.

T A P P A N

Outline Map

Showing

Counties


Harold
County
Apex
Capital

II. Statement of Need

A. The County seat for Harold County is located at Manor. The closest large centers of population are Crocket and Socket, approximately 45 miles to the north and south respectively; and Apex, the capital, lies 70 miles to the west. Due to the rural nature of the county and the isolation from major cities, few additional educational and cultural facilities and other resources are available to supplement the county school program. A complete resume of the educational and cultural facilities available is as follows:

Educational Resources

1. Higher Education

   Within Harold County there are no institutions of higher education.

2. Junior College

   The Harold Junior College serves approximately 75 percent of the community.

3. Private Schools

   Two small private schools are operated in the County. St. Ricks Catholic School enrolls approximately 600 children, grades one through nine. Deering School enrolls approximately 200 pupils in grades one through six only. Both of these non-profit schools are located in Manor.

Cultural Resources

The limited cultural resources are concentrated in the town of Manor. There is one public library. In addition there are a summer gallery of art, a small municipal zoo, and a motion picture theatre.

The County does not have a civic auditorium, any local, State, or national parks, a symphony orchestra, other organized musical groups, or theatre groups. At the present time there are no cultural enrichment centers being proposed in or for this County. Unfortunately, most of the rural areas do not have electricity. Consequently, the homes generally do not have television or radio.

B, Since the enactment of the Civil Rights legislation, there has been an accelerated and continuing trend toward desegregation of schools. A considerable amount of improvement in educational programs is obvious in many schools recently desegregated; however, there are approximately 242 school systems in the southern states with Negro pupil enrollments in excess of 60 percent where little if any progress is evident. These schools are judged by many to be substandard in their instructional programs, and the fact of desegregation has not materially resulted in changes in curriculum or improvements in instruction.

The Division of Equal Educational Opportunities, United States Office of Education (USOE), recently instigated a study of six local school systems: two in Mississippi, two in Georgia, and two in South Carolina. The study was conducted by the University of Miami in cooperation with six other major state universities. The purpose of this study was to identify and describe clearly the educational problems existing in schools with more than 60 percent Negro populations. The assumption was made that the problems identified in the six local school systems would be similar to those which generally exist to a large degree in all of the 242 school systems in target states.

Statistics compiled by a special study and other information derived by a later task force team, which met with the County staff of the Harold County School District, revealed that this school system was comparable to the six systems studied by USOE in that it is highly educationally disadvantaged and extremely financially limited, while facing the following needs which are acute:

Needs

1. Desegregation of students and faculties
2. Communication skills development
3. Preschool training
4. High quality in-service training programs for faculty members
5. Application of modern teaching techniques -- such as team teaching, nongrading, flexible scheduling, and use of new types of instructional equipment
6. Upgrading of reading ability throughout the system
7. Follow-through programs
8. Better interpersonal relationships between staff members of both races, between teachers and pupils and between staff members and community groups
9. Programs for dropouts
10. Elementary science program development
11. Linguistic language development.

The general level of educational attainment is very low in Harold County. The median grade completed for the total population of persons over 25 years of age is 7.1. The median grade completed for the rural population for persons over 25 years of age is 6.8, and the median grade completed for the non-white population for persons over 25 years is 5.3.[1]

---

[1] This information was taken from the Annual Report of the Tappan State Superintendent of Education for 1966-67.

According to the Annual Report of the Tappan State Superintendent of Education, the calculated school dropout rate for Harold County averaged over the past three years 71.4%. This school dropout rate is directly related to the success or failure of pupils in school. Since a pupil's success or failure in school corresponds with his or her achievement in communication skills, it can be generalized that a high dropout rate indicated poor communication skills achievement.

The reading achievement level of pupils is very low. Table I shows the results in reading from the _California Achievement Tests_ for grades five and seven in three typical elementary schools in Harold County for the school year 1965-66. Later reliable data were not available for grade three. Table II depicts performance at grade 3 in 1967-68.

TABLE I

RESULTS FROM CALIFORNIA ACHIEVEMENT TESTS

Reading, Grades 5 and 7

(1965-66 Data)

	At Grade Placement or Above		1 Grade or More But Less than 2 Below Grade Placement		2 Grades Below Grade Placement	
School	Grade 5	Grade 7	Grade 5	Grade 7	Grade 5	Grade 7
Hall	6%	0%	36%	18%	12%	72%
Lett	1%	3%	37%	20%	43%	69%
Manor	0%	0%	34%	19%	58%	69%

TABLE II

RESULTS FROM CALIFORNIA ACHIEVEMENT TESTS

Reading, Grade 3

(1967-63 Data)

	At Grade Placement or Above	1 Grade or More But Less Than 2 Below Grade Placement	2 Grades Below Grade Placement
School	Grade 3	Grade 3	Grade 3
Hall	3%	63%	4%
Lett	2%	62%	3%
Manor	3%	31%	0%

It may be seen that Manor, while improving significantly over the 1965-66 school year still has some 97% of the pupils performing below grade placement in reading. The problem of low reading achievement by the pupils in Harold County is compounded by the fact that there is not one teacher in the county qualified as a reading teacher or reading specialist. Consensus of the professional personnel is that pupils perform as poorly in the other communication skills (listening, writing, and speaking) as they do in reading and that each faculty should have the assistance of a specialist in these areas.

Another testing program was conducted in 1965-66 in two other schools. These Science Research Associates (SRA) tests resulted in the following selected data:

A. Mean reading level at the end of fifth grade is 2.5 years below grade level.

B. Mean reading level at the end of the sixth grade is 3 years below grade level.

C. Mean reading level at the end of the seventh grade is 3.4 years below grade level.

The following is a description of the educationally deprived children who constitute the major portion of Harold County's educational problem:

A. Achievement in all subject areas significantly below grade level

B. Poor performance on all standardized tests of mental ability

C. Low level in non-verbal functioning

D. Low level in verbal functioning with wise use of nonstandard English

E. Negative self-image

F. Negative attitude toward school and education

G. Low vocational and educational aspiration levels

H. Expectation of school failure

I. Emotional and social instability

J. High dropout rate

K. Poor Health

L. High absentee rate

M. Malnutrition.

After gathering and studying all available information pertaining to the pupils, the community, and the educational program, the major immediate concern of the Harold County School System was established as the Communication Skills Program, particularly in the areas of reading and speaking, practical readiness of children to enter school in the first grade, and In-service Teacher Training Programs.

The County has attempted to cope with the problem in recent years through the allocation of Title I, ESEA, funds for the purpose of obtaining additional materials, equipment, and other supplementary items that can be used to improve instruction in the communication skills. In addition, the County has participated in "Head Start" preschool activities in an effort to increase the readiness of new first grade students. Neither of these approaches has had any measurable lasting effect upon pupil progress to date. A majority of the children still need remedial instruction by the time they enter the second grade, but there is little opportunity for such a program at the present time.

Members of the Harold County Board of Public Instruction, being convinced that the traditional educational practices will not prepare pupils adequately either for education on a higher level or for assuming their roles in American society, are determined to apply innovative educational practices, based upon sound practical judgement and basic research, to improve the instruction program in communication skills. Assistance and leadership from the Southeastern Education Laboratory and other cooperating agencies will help to assure that this County's new program is logically selected, implemented, and evaluated.

B. Tax Rate for Current Operation

Minimum Program Level	$	7
District Maintenance Levy	$	18
Total Levy	$	25
Tax Rate for School Bonds	$	5.75

Unfortunately, this school district does not provide any preschool or kindergarten programs for children ages four and five. However, the necessary physical facilities will be made available for conducting some classes of kindergarten instruction. In summary, since this school system is already assessing property at the maximum millage rate, it would be impossible for this program to be financed without federal (or foundation) funds. This school district will, however, provide maximum in-kind services and in-kind facilities which will be needed to supplement the efforts made available through federal funding. The funds currently available in this county are being applied to the support of existing services. It is only through the regional coordination provided by the Southeastern Education Laboratory, through summer institutes to be conducted by the University of Brewster, utilizing NDEA funds, and through other funds requested by this ESEA Title III application that such a program of improvement can be implemented.

C. Educational deficiencies and problems in the Harold County Schools include lack of financing, certified but poorly qualified teachers, and lack of materials and equipment. The community is extremely rural with a very low median family income of approximately $1,650. The per pupil expenditure in this district is $281, which is approximately 83 percent of the state average of $339.

The anticipated 1968-69 revenue from local taxation is $1,735,120, while, state funds have been calculated to be $5,912,320. Thus, approximately 71 percent of the school system's operating budget will come from state resources.

Tappan state law provides for a legal maximum of 25 mills that may be taxed at the local level for school purposes. Since the Harold County board is already utilizing the entire 25 mills, it cannot increase its local tax effort through its own authority. Property in this county is assessed at 23 percent of true value. A complete breakdown of assessed valuation and tax rate for school operations is as follows:

A. Assessed valuation of taxable property

Real Estate	$57,559,200
Personal Property	18,400,450
Public Service Corporation	7,564,920
Total Assessed Valuation	$13,524,620

III. Objectives

A. The general objectives of the program are to design, develop, implement, evaluate, and revise as necessary an individualized, learner-centered, instructional program in reading and communication skills, extending from infancy to adulthood, which will be demonstrably superior to traditional instruction and will result in a statistically significant increase in pupil interest and achievement.

Increasing competencies of teachers of communication involves strategies that will enhance the entire learning process. The involvement of parents, teachers, and school administrators in the process of education will increase the quality of the educational program.

B. The accomplishment of the following specific objectives will be important in the development of the program:

1. A developmental in-service training program for teachers that will increase their competencies and understandings as teachers of communication skills. It will acquaint teachers with innovative instructional strategies

necessary for improved student achievement in the communication skills.

2. The improvement of the instructional competencies of teachers in teaching communication skills as exhibited by statistically significant increases in achievement by pupils in writing, speaking, and listening when compared to increases in achievement by pupils traditionally taught.

3. Improvement in the teaching of reading that will significantly reduce the number of students reading two grades below grade level, increase the number of teachers with specialized training in remedial reading, increase the variety and scope of materials and devices available for remedial work and provide a facility with the accouterments for reading remediation.

4. Improvement of the instructional competencies of teachers in teaching communication skills as exhibited by pupils in statistically significant improvements in attendance, interest, self-concept, attitude toward school, and other factors which by local definition signify wholesome adjustment to the educational program,

and in statistically significant reductions in the numbers of pupils who terminate their educational programs early.

5. The improvement of strategies for organizing learning activities in communication skills, which will achieve statistically significant increases by pupils in reading achievement, school attendance, favorable attitudes toward school, and retention in school.

6. The improvement of the readiness of pupils to enter the first grade as exhibited by their performance in the communication skills of speaking, listening, and reading readiness when their performance is compared to similar pupils who have not had planned preschool instructional experiences.

IV. Procedures

The activities and procedures are appropriate to accomplish the objectives of this proposed program. The design of them is considered suitable for the program in that it is to be preventive in nature, fundamental to pupil success, and supplemental to the general ongoing educational program.

This program will approach the acceleration of learning opportunities for rural isolated children by:

1. improving the instructional competencies of teachers, which in turn will be reflected in positive behavior characteristics in pupils
2. increasing pupils readiness for first grade
3. improving the behavioral characteristics of pupils which reflect the improved organization of learning activities.

In the process of meeting the objectives of this program the following procedures will be followed:

1. Through the establishment of a communication skills center, teachers within the school district will be given an opportunity to learn about the recent advances in communication skills instruction and familiarize themselves with varied instructional materials in the field. Through the media of the skills clinic these teachers will come to observe, learn, and participate in the diagnosis and treatment of deficient communication skills. The use of tapes, tape recorders and other audio-visual equipment will be part of the instructional activities to which these teachers will

be exposed. The instruction of teachers in working with groups of children will take place in the clinic setting with specialists directing the activities as teachers and students interact.

2. Teachers will be afforded experiences in using techniques designed to increase:
    a. verbalization of rural isolated children
    b. their responses to symbols and spoken words
    c. their discrimination, and
    d. their comprehension of the various media used in communication.
3. The competency of communication skills teachers in the diagnosis and remediation of deficient skills will be sharpened as they are helped to plan appropriate, developmental, and corrective activities as designed by specialists in communication skills.
4. **Teachers will enhance their skills at the clinic through scheduled released time for special individual consultative sessions with clinic staff and for county-wide in-service programs focusing on improving teacher competency in the instruction of communication skills.**
5. **During the summer, selected teachers will participate in a six-week Summer Institute (NDEA Title II) at the University of Brewster which will explore techniques, methods and procedures aimed at improving the teaching of communication skills. These teachers will return to the school system**

and function as a critical mass whose expertise will be utilized by the school system -- both as classroom teachers with improved knowledge and as lead teachers working with in-service activities during the school year -- involving other teachers in communication skills improvement.

6. A natural complement to increased knowledge of teachers in the areas of communication skills is the knowledge of the relationship between behavior of students and success in school. Through a perusal of the literature available at the skills clinic tests of pupil achievement and adjustment, consultants in psychology, sociology and anthropology, teachers will be able to improve their understanding of the causes of poor student (1) achievement, (2) attendance, (3) attitude toward school, and (4) emotional adjustment.
7. Through the interaction of teachers with consultants, school administrators, and other teachers in group sessions, opportunities will be given for them to discuss pupil characteristics and learning styles, instructional objectives, strategies for meeting individual students' needs, abilities and interests, and interpersonal relationships.
8. Instruction in communication skills should begin during infancy, using activities which will result in increased

(1) verbalization, (2) response to symbols and spoken words, and (3) comprehension. Both diagnostic and remedial activities are often necessary, especially during the preschool and primary years of the child. The planning of appropriate diagnostic, developmental and corrective activities, under the guidance of the clinic staff lead teachers and consultants will be available to the teachers of kindergarten children. These teachers will utilize the resources of the skills clinic. They will also work with parents of preschool children in interpreting the needs of these children to their parents. Particular emphasis will be upon the improvement of the physical, emotional and social readiness of kindergarten children as they move into the first grade. Kindergarten teachers will also have the experience which will be gained in the skills clinic and in-service programs, to diagnose and render corrective measure for deficient communications skills before the child enters the first grade.

V. Emphasis

This proposed program will approach the alleviation of educational deprivation from two avenues: the improvement of the instructional competencies of teachers and the improvement of performance of pupils in communication skills. The selection of these two elements is in recognition that a successful learner-centered, instructional program requires instruction to begin with the identification and understanding of the learning characteristics of pupils, the statement of performance objectives, the knowledge of available media and instructional technology, and the formulation of appropriate instructional strategies. Activation of the strategies should result in an effective learner-centered, instructional program in communication skills.

The improvement of the instructional competencies of the teachers emphasizes the fact that the teacher is the key to conducting a successful program. In general pupil performance reflects to a degree the teacher's competency, including his ability to create wholesome classroom climates which are conducive to learning.

Communication skills has been selected as the area which is fundamental to a successful school career and to a successful and productive life. The components of this area (reading, writing, speaking, and listening) are interwoven in varying degrees in every phase of the world of work. Accordingly, the development of these skills should begin very early in life and should continue throughout adulthood. Actually, the learning of them begins soon after birth, and the progressive development of them during the preschool years constitutes a "hidden curriculum" which each child brings into the classroom. Parents, siblings, and other significant persons in the child's preschool life critically influence the level of performance attained by the child in school. Progress through school is influenced by this level of performance and success on the job. The lack of readiness for first grade work in the communication skills is directly related to the effectiveness of the "hidden curriculum" experienced during preschool days.

Recent advances in instructional media make it difficult for teachers to maintain current information concerning the latest breakthroughs in technology. Learning resource centers and materials centers, in many instances, are inadequately stocked. Significant improvements have resulted from the purchases made by Title II funds of the Elementary and Secondary Education Act of 1965. A frequently overlooked resource is the parent, as well as members of business and industry, who are quite capable of participating in the instructional program when the activities are properly identified and coordinated. Recent emphases throughout the nation are highlighting exemplary involvement of community human and material resources in the instructional program. Successful accomplishment of this involvement, however, requires information and training on the part of the teacher, as well as support from the community representatives.

Instruction in communication skills should begin during infancy, using activities which will result in increased verbalization, in increased response to symbols and spoken words, and in increased discrimination and comprehension of the various media used in communication. Diagnostic and remedial activities are frequently necessary, especially during the primary-grade years; on the other hand, preventive programs also are essential during these years. Personnel with specialized training in diagnostic and remedial activities can be of significant assistance to classroom teachers by helping them to plan appropriate, developmental, and corrective activities. The teaching of the communication skills in this proposed program is viewed as being performed effectively by regular classroom teachers who possess expertise in the teaching of reading, writing, speaking, and listening. The specialist role, therefore, will be, more or less, a teacher of teachers who endeavors to develop theory-practice teams among the classroom teachers. In addition to the assistance from the teacher of teachers in communication skills, consultative services and instruction by representatives of institutions of higher education will be a part of this proposed program. The alleviation of the deficiencies in communication skills which exist among pupils is too extensive a task to be performed directly by specialists working with pupils even if there were a sufficient number of specialists available and even if this direct relationship were philosophically endorsed.

VI. Planning

A. During the fall of 1967 and the winter of 1968, 242 school systems in the southern states with Negro student enrollments of over 60 percent were identified by the United States Office of Education as having substandard instructional programs and major problems involving desegregation. These school systems were all considered to be in rural isolated areas and because of the high percentage of Negro children in these systems many of the most disadvantaged Negro children probably will remain in schools attended by a majority of their own race. Thus, it was decided that it will be necessary to help develop better quality educational programs for all of the children in these schools.

The Division of Equal Educational Opportunities of the United States Office of Education, responsible for administering Title IV of the Civil Rights Act, initiated a study concerning the problems of these systems. This study -- conducted by the University of Miami in cooperation with the University of South Carolina, the University of Tennessee, the University of Georgia, the University of Southern Mississippi, involving six rural isolated school systems -- has identified problems of a rural isolated nature which are common to many districts. Six local school systems: two in Mississippi, two in Georgia, and two in South Carolina were included in this initial survey.

The purpose of this study was to identify and to describe clearly the educational problems existing in rural schools with more than 60 percent Negro populations. The problems were assumed to be those which generally exist to a large degree in all of the 242 school systems in the area. Concern about these problems has resulted in recent action at the national level to provide a mechanism through which improved programs in these schools may be rapidly developed and made operational.

As a result of this study, certain funds were allocated to the Bureau of Research, which , in turn, contracted with the Southeastern Education Laboratory to support the planning activities necessary for the development of improved instructional programs in these schools. Accordingly, the Southeastern Education Laboratory aided in the development of projects in the six school systems studied. Currently the Laboratory is aiding in the installation, monitoring, and evaluation of preventive and corrective activities in all of the 242 school systems which have similar characteristics.

Representatives from various local, state, and federal educational agencies met with representatives from the Southeastern Educational Laboratory and involved universities to draft plans for implementing improvement programs for the six pilot school systems. At the region-wide meeting held at the Southeastern Educational Laboratory offices in Atlanta, Georgia, on April 5, 1968, the following persons were present.

M. E. Aiken, Jr., Superintendent
Twiggs County Schools
Jeffersonville, Georgia

Joseph S. Bachman
Title III ESEA
Florence, South Carolina

R. C. Beemon
Title I, ESEA
Georgia State Dept. of Education

Bob Cloer
Title IV
Georgia State Dept. of Education
Atlanta, Georgia

Purvis W. Collins
Assistant Superintendent
Fairfield County School System
Winnsboro, South Carolina

Joe Durham
Title IV, Civil Rights Act
State Department of Education
Columbia, South Carolina

Edna Ellicott
Title IV, Civil Rights Act
Washington, D. C.

John O. Ethridge
Information and Advisory Officer
State Department of Education
Jackson, Mississippi

Richard L. Fairley
Title IV, Civil Rights Act
Washington, D. C.

R. C. Fennell
Superintendent of Education
Williamsburg County Schools
Kingstree, South Carolina

Morrill Hall
University of Georgia
Athens, Georgia

Dr. Walter Branch
Southeastern Education Laboratory
Atlanta, Georgia

Julia Hamblet
Acting Director of Field Services BESE
Office of Education
Washington, D. C.

Sale Lilly
Superintendent of Education
East Tallahatchie School District
Charleston, Mississippi

H. H. McAshan
Southeastern Education Laboratory
Gainesville, Florida

Samuel F. Morris
Superintendent of Schools
Meriwether County Schools
Greenville, Georgia

Robert E. Nelson
Southeastern Education Laboratory
Atlanta, Georgia

Richard Ottinger
Title III, ESEA
Georgia State Dept. of Education
Atlanta, Georgia

Don Pearce
ESEA, Department of Education
Columbia, South Carolina

William R. Pergande
Title IV, EEOP
Regional Office of Education
Atlanta, Georgia

Joe Pukach
ESEA Director
Atlanta, Georgia

Frank Schmidtlein
Bureau of Research, USOE
Washington, D. C.

Wilbur F. Smith, Jr.
S. C. Region IV, Program Coordinator
Education Development Center
Spartanburg, South Carolina

W. P. Sprayberry
Southeastern Education Laboratory
Atlanta, Georgia

Michael J. Stolee, Director
South Florida School Desegregation
Consulting Center
School of Education
University of Miami
Coral Gables, Florida

C. V. Sullivan
County Superintendent of Education
Port Gibson, Mississippi

F. O. Thompson, Director
Title III, Region III for S. C.
Greenwood, South Carolina

Herb Tyler
Title III, ESEA
Lancaster, South Carolina

Fred Vendiffi
Educational Opportunities Planning Center
College of Education
University of Tennessee
2046 Terrace Avenue, S. E.
Knoxville, Tennessee

Ainsley C. Wayne
Region I Director
North Charleston, South Carolina

R. B. Webb
S. C. Region II, Education Development
Title III, ESEA
Orangeburg, South Carolina

H. F. Wright
Area Superintendent
Williamsburg County Schools
Kingstree, South Carolina

Robert Williams
Title IV, University of South Alabama
Mobile, Alabama

At this meeting it was proposed that the Laboratory assume general overall responsibility for the planning, implementation, and evaluation of these activities and for coordinating the support and resources of the various state departments, local education agencies, and university centers within the region, supported through Title IV allocations of the Civil Rights Act.

It was further proposed that task forces be formed for each of the six districts. Accordingly, task forces were composed of representatives from local and state educational agencies, institutions of higher learning, and the Southeastern Education Laboratory. These task forces will assist in formulating proposals to be funded by appropriate agencies aimed at the problems of the local school systems. These proposals will be based upon the findings of the University of Miami study and the local school program improvement studies that were carried out simultaneously with the development of the regional plan.

2. On May 15, 1968, the Tappan task force met in the Tappan State Department of Education in Harbor, Tappan. Task force members and the institutions they represented at this meeting were as follows:

University of Tappan, Hobart, Tappan
Title IV Office
John C. Jones
William A. Butts

State Department of Education of Tappan, Hobart, Tappan
Henry H. Spain
Thomas O. Smith, Assistant Supervisory of Secondary Education

School Districts:

Harold County:
John H. Doe, Superintendent

Southeastern Education Laboratory
Dr. Wilson O. Clark, Field Representative

At this meeting program areas were studied based upon the preplanning activities that had been carried out by the local educational agency. This project is a direct result of this planning session plus a later visit by Dr. Wilson O. Clark of the Southeastern Education Laboratory to the local school district. It was decided that programs for Harold County would immediately begin with the implementation of the following programs:

In-Service Training

Preschool

  A. Mobile Instructional Unit

  B. Kindergarten

Follow Through or Early Childhood Education

Communication Skills

  A. Elementary Schools

  B. High Schools

Reading

Dropouts - Holding Power

Strategies - Organization for Learning

B. Consultants have been used to provide research information and descriptions of innovative programs in various parts of the nation.

The Southeastern Education Laboratory has aided the Harold County Public Schools in reviewing the literature related to the communication skills area and related to the non-graded organizational plan for elementary schools. These reviews may be found in the appendix of this proposal. Furthermore, mobile preschool instructional units have been utilized in three field test situations in the Southeast during the past school year. These units have proved successful in reaching children who are geographically isolated. Furthermore, it has been demonstrated that these units can meet needs of children who are less than adequately prepared for school. Moreover, the importance of kindergarten experiences has long been an accepted fact among educators. Many experts have devoted numberless hours to testing, observing, and experimenting to reach the conclusion that boys and girls who have gone to kindergarten have gained in the use of language, in physical development, and in most areas of achievement.

C. Extensive help has been given by the Tappan State Department of Education in planning the proposed program. Mr. Sam H. Sims, Information and Advisory Officer, has attended and participated in both regional and local planning sessions. He has been especially helpful with his suggestions, advice, and support during the developmental phases of the project. Finally, Mr. C. O. Truett, Coordinator of ESEA Title III Projects for Tappan, has provided much assistance in developing this proposed project into its present form.

D. The planning of this proposed project was not financed by an ESEA Title III planning grant.

E. The major portion of the funds obtained under this grant will be used to implement improvements in instruction through communication skills development on the preschool, elementary school, and high school levels. Substantial additional funding will be utilized for consultant help in making the in-service training portion an ongoing concern, to purchase materials, to provide workshops, to employ project staff personnel, and to finance the kindergarten unit.

The summer workshop at the University of Brewster will be paid for through institute funds provided by the National Defense Education Act. Coordination, leadership, and future program development will be provided through funds allocated to the Southeastern Education Laboratory by ESEA Title IV.

E. The local school district will utilize ESEA Title I and ESEA Title II funds, as well as other funds obtained through its own taxation, to provide the supplementary resources which will be required as the project develops.

In addition to the staff personnel, in-service training, equipment, materials, and other items mentioned, funds from this grant will be used to purchase other limited materials and supplies. They will also be used to support such travel as is necessary to implement and administer the program.

Evaluation costs have been itemized in the project budget.

F. Accomplishment of the objectives of this proposed project will depend upon the continuation of its funding over a three year period. It is assumed that the development of successful new educational programs in this project will produce an impact upon the entire area. Emphasis will be exerted to appraise the school and community of the program, its purposes, objectives, activities, progress, and accomplishments. Historically, the financing of schools which produce enthusiastic learning has never been a real problem. It is believed, therefore, that the community will wish to maintain the program. Furthermore, increasing public knowledge and acceptance of the desegregation of faculties will be expected to enhance greatly the probability of public support at the local level.

G. In the geographic area to be served, services and activities related to the proposed project have not been provided during the past three years. While Harold County receives federal funds under the Elementary and Secondary Education Act, Title I, there have not been enough funds, either from that source or from other sources, to attempt a program of the kind described in this proposal, while at the same time meeting other pressing needs of educationally disadvantaged youngsters. It is obvious, therefore, that the ESEA Title III funds requested in this application will supplement rather than supplant the financial support now available.

VII. Participation of Nonpublic School Children

Two small private schools are operated in Harold County: (1) St. Ricks Catholic School, which enrolls approximately 600 children in grades one through nine and (2) Deering School, which enrolls approximately 200 pupils in grades one through six. Both of these nonpublic schools will participate in the project in the following ways.

a. Teachers and staff members from the two schools will be invited to participate in all locally conducted in-service training activities.

b. The kindergarten unit will be open to all children regardless to religion or race.

c. Facilities of the Communication Skills Clinic will be made available (on a fair pro rata basis) for pupil referrals from the two nonpublic schools.

d. The nonpublic schools will be included on the dissemination mailing list of project and, furthermore, will be included in other appropriate dissemination activities in which they would be expected to have an interest.

VIII. Evaluation

The evaluation of an educational program designed to alleviate a critical problem requires several phases or subsystems. Among those are included:

A. A feedback network

B. A series of criterion measures

C. A design to assess program effectiveness.

Rationale

It is further necessary that evaluation procedures relate directly to the objectives and whenever possible to use them as behavioral referents. Within the context of the objectives should be provided the framework for evaluation procedures. Ineffective and vestigal activities are often prevented if a logical, objective evaluation relationship is established.

The implementation, though, of an innovative project forces The evaluation to be flexible in nature. Experimentation is not always appropriate when immediate problems need solutions. Although highly desirable, scientific rigor is often non-attainable because of a multiplicity of extraneous variables. The researcher must carefully weigh the consequences of his evaluation so that in the final analysis he will serve to enhance the project's effectiveness and not negate its progress with an inappropriate and meaningless assessment.

FEEDBACK MODEL

Tasks	Feedback Mechanisms
Establish detailed plan and arrangements. Complete pre-program staff development.	1. Consultation with all divisions of the system. 2. Modified Program Review and Evaluation Technique to insure proper sequence. 3. Media consultation. 4. Periodic staff orientation rating.
Conduct orientation. Establish overall procedures.	1. Staff rating. 2. Consultant evaluation of procedures.
Sequence and structure objectives. Develop preliminary strategies.	1. Progress reports to advisory committee. 2. Systematic review by staff and consultants.
Implement intense program review.	1. Consultant evaluation in relationship to behavioral objectives.
Conduct detailed implementation plan and arrangement.	1. Modification of Program Review and Evaluation Technique.
Implement trial procedures.	1. Simulation (General Purpose Simulation System).
Implement evaluation program.	1. Intense program review. 2. Advisory committee evaluation (faculty, staff, pupils, parents).

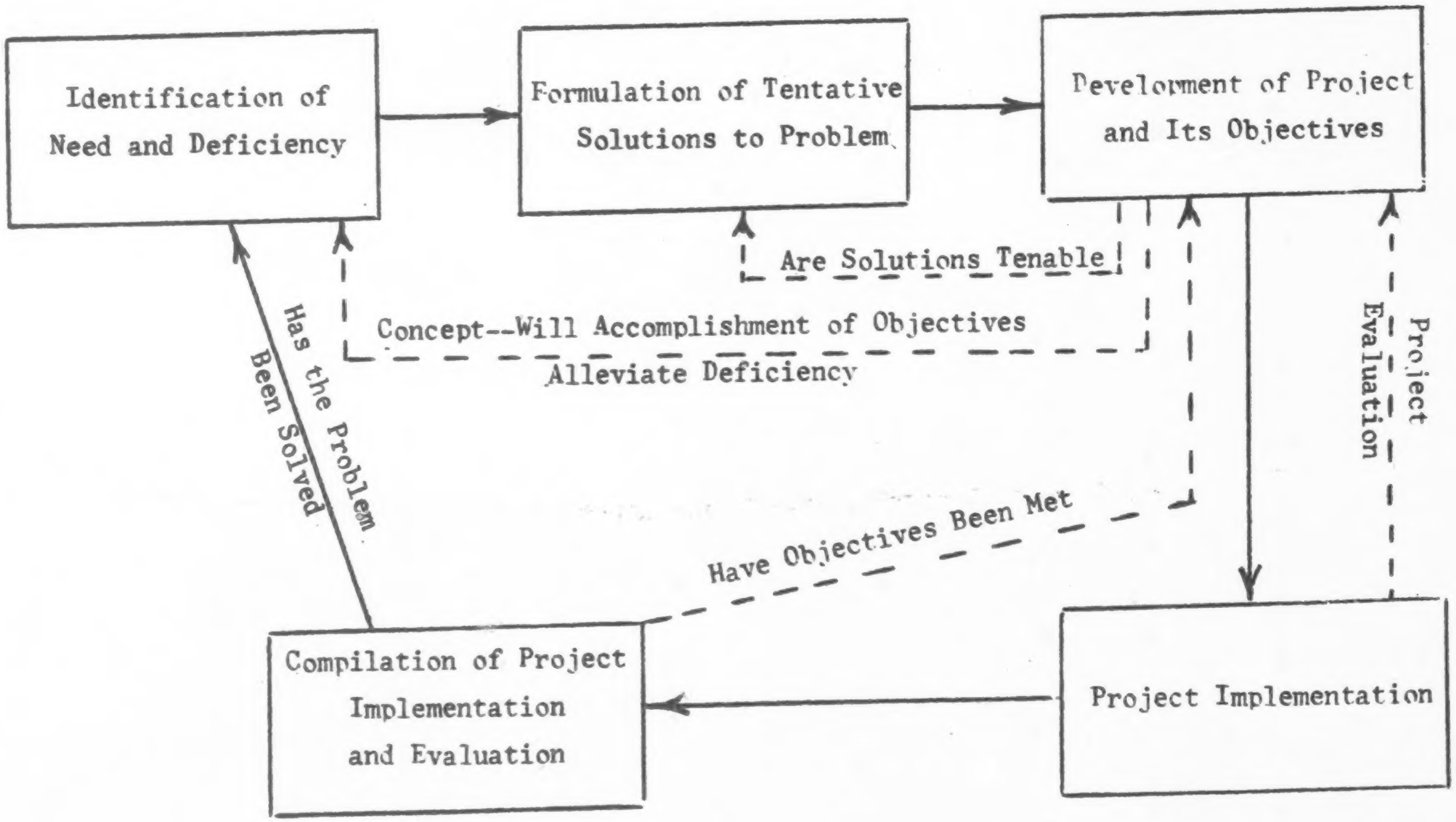
The staff will sequence the feedback model by use of the following paradigm for implementation.

Instrumentation and Criterion Measures

The objectives of this project call for the improvement of instructional competencies of teachers. They further state that the improvement will be reflected in the behavior characteristics of pupils.

They also call for an increase in pupils' readiness for first grade and the improved behavioral characteristics of pupils which will reflect the improved organization of learning activities. These objectives are not autonomous but are highly interrelated so that evaluation of their achievement should not be a series of discrete activities. Accordingly, the following outline of instruments and criterion measures will be drawn upon when appropriate for specific activities.

Accomplishment of Objectives
(Implementation Paradigm)


Identification of Need and Deficiency
Formulation of Tentative Solutions to Problem
Development of Project and Its Objectives
Project Implementation
Compilation of Project Implementation and Evaluation
Are Solutions Tenable
Concept--Will Accomplishment of Objectives Alleviate Deficiency
Project Evaluation
Have Objectives Been Met
Has the Problem Been Solved

A. Kindergarten Unit

Variable	Instrument or Criterion Measure
1. Verbal Intelligence.	1. Peabody Picture Vocabulary Test (PPVT).
2. Readiness for First Grade Activities.	1. Metropolitan Readiness Tests. 2. American School Reading Readiness Test.
3. Personal and Social Adjustment.	1. California Test of Personality. 2. Personal and Social Adjustment Checklist (PSA-C).
4. Emotional Maturity.	1. A Children's Behavior Questionnaire.
5. General Pupil Characteristics.	1. Attendance. 2. Report Card Data. 3. Survey of Parents -- feelings toward school.

B. Communication Skills Program -- Elementary School

Variable	Instrument or Criterion Measure
1. Reading Ability.	1. Sequential Tests of Educational Progress. 2. Gray Oral Reading Test. 3. Durrell Analysis of Reading Difficulties. 4. Nelson Reading Tests. 5. Bond-Hoyt-Clymer Reading Test. 6. Grades. 7. Teacher's Ratings.
2. Writing Ability.	1. Sequential Tests of Educational Progress. 2. Grades. 3. Teacher's Ratings.
3. Listening Ability.	1. Sequential Tests of Educational Progress. 2. Grades. 3. Teacher's Ratings.
4. Speaking Ability	1. Speaking Time-Log. 2. Teacher's Ratings.

C. Communication Skills Program -- High School

Variable	Instrument or Criterion Measure
1. Reading Ability.	1. Sequential Tests of Educational Progress. 2. Informal Reading Inventory.
2. Writing Ability.	1. Sequential Tests of Educational Progress. 2. Teacher made tests and criteria. 3. Knottmeyer Phonetic Analysis. 4. Spelling Test
3. Listening Ability	1. Sequential Tests of Educational Progress. 2. Teacher Ratings.
4. Speaking Ability.	1. Speaking Time-Log. 2. Teacher Ratings. 3. Perc Auditory. 4. Utilization of Tapes - (Audio-Visual)
5. Achievement.	1. Iowa Tests of Educational Development. 2. Metropolitan Achievement Tests.
6. Motivation.	1. Junior Index of Motivation.

IX. Dissemination

Realization of the anticipated accomplishments of the program will indicate that successful procedures have been developed. It is recognized that the problems attacked in this project are not unique to the Harold County School System; therefore, there exists a need for dissemination of information to other school systems facing similar problems. Accordingly, the staff will implement dissemination in cooperation with the Southeastern Education Laboratory. The methods will include:

a. Progress reports
b. Newsletters
c. Radio and television broadcasts
d. Newspaper and journal articles
e. Seminars.

The information will be disseminated to:

a. Local educational agencies
b. State educational agencies
c. Regional educational agencies
d. The United States Office of Education
e. The general public.

An innovative feature of this dissemination procedure will be that the receiving agencies will be provided opportunities to evaluate the information and to inquire further into its nature.

2

X. Qualifications of Professional Personnel

The principal personnel for administering and developing this program will function as a team with a director coordinating the efforts of the team members. Team members will be responsible for promoting and coordinating many activities financed from various sources. These activities will extend from preschool through elementary, high school, and adult years. The activities also will involve the coordination of many community based agencies. Consequently, the professional staff of this project will represent three significant areas: preschool and early childhood education, communication skills, and community resources.

The attainment of success in this exemplary and comprehensive program will depend upon the employment of appropriately qualified personnel. The formulation of performance objectives, the identification of instructional strategies and media, the development of profiles of learner characteristics, the diagnosis of learning difficulties in communication skills, and the conducting of inservice programs will require specialization. The use of representatives from business, industry, and community-based agencies will require coordination and identification of how each agency can participate in the instructional programs and in the accomplishment of the various performance objectives. Even though some of the personnel have been tentatively identified from the existing staff of the Harold County School System, a concerted effort will be made to employ the best qualified, available people. Consequently, recruitment will be both from within the System and from elsewhere. Therefore, job descriptions are given for the principal positions.

1. Position: Director and Research Coordinator

   Educational Requirements:

Preferred:	Sixth-year Certificate
Required:	Master's Degree with specialization in the teaching of communication skills

Salary Range: Master's Degree $ 9,000 - $12,000
Sixth-Year Certificate $10,000 - $13,000

Teaching Experience: Minimum of 10 years or the equivalence; elementary, high school subject areas, or supervision and curriculum development (administrative experience during the 10 years may be substituted for classroom experience).

Duties: Plans, organizes, directs, and evaluates the activities of the program.

2. Position: Coordinator of Communication Skills Clinic

Education Requirements: Master's Degree with specialization in the teaching of communication skills and the diagnosing of learning problems in the area of communication skills.

Salary Range: Master's Degree, $8,000 - $11,000

Teaching Experience: Minimum of 5 years or the equivalence; elementary, high school subject areas, or supervision and curriculum development (administrative experience during the 5 years may be substituted for classroom experience).

Duties: Plans, organizes, directs, and evaluates the activities of the Communication Skills Clinic; conducts in-service programs for teachers; assists in the coordination of a developmental instructional program which ranges from preschool through elementary and high school to adults.

3. Position: Teachers

Educational Requirements:	Bachelor Degree with specialization and certification in area of performance.
Salary Range:	Master's Degree, $6,500 - $9,500 Bachelor Degree, $5,500 - $8,500
Teaching Experience:	Preferable three years.
Duties:	Performs instructional activities including such activities as identification of the characteristics of the pupils, contributions of various media, formulation of performance objectives, and development of instructional strategies; coordinates activities with parents and significantly related professional staff members.

C. Professional and lay consultants will assist in the development of this program. The professional consultants will represent specific needs identified in the communication skills development, in the evaluation of the program, and in the in-service activities. The lay consultants will represent business, industry, and the various educational and cultural resources in the county.

XI. Facilities, Equipment and Materials

Some of the major facilities and equipment must be purchased for this project even though much comprehensive planning has occurred to insure that minimum purchases of facilities and equipment will be made.

Kindergarten Units. Three classrooms will be used. Subsequent to funding, two demountable classroom units will be purchased with Titel I (ESEA) funds. One available classroom will be equipped.

Communication Skills Clinic. A 24' x 60' demountable unit will house the clinic and will be located adjacent to Manor Elementary School. This unit will also be purchased with Title I (ESEA) funds. It will be partitioned to provide three cubicles (teaching stations), three offices, and a materials storage and reception area. Furniture, shelving, materials, and new equipment will be required and will be purchased with Title III (ESEA) funds.

B. As detailed in a previous section of this proposal (Section II Statement of Need, Part C), the financial situation as related to funding for public education in the Harold County School District is considered to be critical and woefully inadequate to meet the increased costs of quality education.

C. Current estimates indicate that approximately one-half of the materials and equipment can be purchased with Title I (ESEA) funds. Expected appropriations will not permit more than this portion of Title I (ESEA) funds to be used for this purpose.

XII. Subcontracting

There will be no subcontracting with any organization or agency in connection with this proposed project, requiring the use of ESEA Title III funds.

XIII. Tax Effort

A. Degree of Tax Effort

1. What percent of the legal maximum tax rate is the current school tax levy in your district?

   Present tax levy is 25 mills, while the state maximum is 25 mills (excluding special bond issues).

2. a. What percent of the actual value of property in your district is the assessed value?

      Property assessment in Harold is 23 percent of true value.

   b. What is the average percent for you state?

      The average for the state of Tappan is 20 percent of true value.

3. What percent of the average per pupil expenditure in your state is the average per pupil expenditure in your district.

   The average per pupil expenditure in Harold County is $281, which is approximately 83 percent of the state average of $339.

4. Does your district have an unusual amount of nontaxable property? If so, please explain and list any special monies provided.

   The amount of non-taxable property (other than churches and hospitals) is nil.

B. Ability to Meet Critical Education Needs

1. What percent of the 4 and 5 year old children in your district participated in kindergarten and/or other preschool programs? By whom are these programs supported?

   School district at present has no preschool program.

2. What is the ratio of classroom teachers to pupils in the elementary schools in your district? In the secondary schools?

   The pupil-teacher ratio for the elementary schools is 29 and for the secondary schools is 28.

3. What is the ratio of total professional staff to pupils in the elementary schools in your district? In the secondary schools?

   The total professional staff and pupil ratio for the elementary schools is 28 and for the secondary schools is 27.

4. What has been the total enrollment in your school district for each of the last five years?

1962-63	2,985
1963-64	2,945
1964-65	2,954
1965-66	2,933
1966-67	2,925

5. If sudden changes in enrollment have occurred, what are the reasons for them?

There have been no large or sudden changes in enrollment. However, average daily attendance has increased 3 percent over the past five year period.

6. Do you consider your school facilities to be seriously overcrowded? If so, describe the situation.

   For the present enrollment and staff, the school facilities are not overcrowded.

7. Have any of your buildings been declared unsafe? If so, explain why.

   No building has been declared unsafe.

PART III

FINANCIAL

Expenditure Account Expense Class/Name, Title, Purpose	Project Time		Quantity	Salary Rental, or Unit Cost	FY 70
	Full	Part			
I. Salaries					
A. Administration (100)					
1. Professional					
a. Director & Research	X		1	$9,500	$ 9,500
2. Non-Professional					
a. Secretary	X		1	3,600	3,600
B. Instruction (200)					
1. Professional					
a. Coordinator of					
(1) Comm. Skills Clinic	X		1	8,000	8,000
b. Teachers					
(1) Kindergarten	X		6	5,500	33,000
(2) Comm. Skills Clinic	X		2	5,500	11,000
(3) Substitute		X	100 days	12	1,200
2. Non-professional					
a. Teacher aide	X		2	4,200	8,400

Expenditure Account Expense Class/Name, Title Purpose	Project Time Full	Project Time Part	Quantity	Salary, Rental, or Unit Cost	FY 70
C. TOTAL - SALARIES	X				$74,700
II. Program Services					
A. Consultants					
1. Honorarium			22 days	$100/da	2,200
2. Travel			11 trips	$100/trip	1,100
3. Per diem			22 days	$ 16/trip	352
B. Travel - Staff					
1. Out-of-state					
a. Travel			10 trips	$100/trip	1,000
b. Per diem			20 trips	$ 16/da	320
2. In-state					
a. Travel			20 trips	$10/trip	200
b. Per diem			40 days	$16/da	640
3. Local			7000 miles	$.09/mi.	675
C. TOTAL PROGRAM SERVICES					6,487
III. Other Expenses					
A. Materials, Supplies, Equipment					
1. Consumable Office (100) (Stationery, offset masters, forms, desktop supplies, materials, postage, etc.)					$ 625
2. Instructional Materials					7,200
3. Equipment					15,000
B. Reproduction Materials and Labor					1,000

EXPENDITURE ACCOUNT Expense Class/Name, Title, Purpose	Project Time		Quantity	Salary, Rental,or Unit Cost	FY 70
	Full	Part			
C. Communications					
Telephones					
a. Installation			4	$ 15.00	$ 60.00
b. Monthly payments			4	13.33	53.00
c. Toll calls, telegrams					30.00
D. Employee Services and Benefits 10% of salaries (Workmen's Compensation, health, and welfare insurance, retirement, etc.)					7,350.00
E. Maintenance and Operationof Equipment					5,000.00
F. TOTAL - OTHER EXPENSES					36,438.00
IV. GRAND TOTAL					117,505.00

EXPENDITURE ACCOUNT NO. 200 Instruction

Name and Title, Purpose, or Item	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amt.
Expense Class				
MATERIALS AND SUPPLIES				
Office Supplies				$400.00
Language Master blank cards	5 sets	@6.00		$ 30.00
Language Master vocabulary cards	1 set	115.00		$115.00
Language Master work picture cards	1 set	115.00		$115.00
S.R.A. Reading Lab	1	50.00		$ 50.00
Blank Audio Tape (1 hr. reel)	15 reels	@3.50		$ 52.50
Readers Digest Skill builders	245	@1.00		$245.00
Drill Cards	1 set	12.00		$ 12.00
Drill Charts	1 set	12.00		$ 12.00
Pamphlets and file materials				$100.00
Filmstrips				$250.00
Chart Paper				$ 10.00
Lettering materials				$ 50.00
Transparency materials				$100.00
Profession Books				$110.00

TOTAL BUDGETED AMOUNT $1,651.50

EXPENDITURE ACCOUNT NO. 200 Instruction

Expense Class / Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
My Little Pictionary			10	1.80		18.00
My Second Pictionary			15	3.28		49.20
Sounds I Can Hear			1	15.00		15.00
Invitations to Personal Reading Grade 1			1	44.76		44.76
Invitations to Personal Reading Grade 2			1	44.76		44.76
Invitations to Personal Reading Grade 3			1	44.76		44.76
Invitations to Personal Reading Grade 4			1	49.80		49.80
Invitations to Personal Reading Grade 5			1	52.80		52.80
Invitations to Personal Reading Grade 6			1	54.90		54.90
The First Rolling Reader			1	4.40		4.40
The Second Rolling Reader			1	4.40		4.40
The Third Rolling Reader			1	4.40		4.40
Rolling Phonics--Consonants			1	4.40		4.40
Rolling Phonics--Vowels			1	10.00		10.00
The Boxcar Children			1	2.08		2.08
Surprise Island			1	2.08		2.08
The Yellow House Mystery			1	2.44		2.44
Mystery Ranch			1	2.08		2.08
Mike's Mystery			1	2.08		2.08
Blue Bay Mystery			1	2.36		2.36
The Woodshed Mystery			1	2.32		2.32

TOTAL BUDGETED AMOUNT $417.02

EXPENDITURE ACCOUNT NO. 200 Instruction

Expense Class / Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
The Lighthouse Mystery			1	2.12		2.12
The Flying Trunk			1	2.68		2.68
Hidden Silver			1	2.08		2.08
Mystery of Edison Brown			1	2.28		2.28
1001 Nights			1	2.68		2.68
The Six Robbens			1	2.68		2.68
Beginning Dictionary			15	3.64		54.60
Junior Dictionary			15	3.80		57.00
Torchbearer Library I			1	79.50		79.50
Torchbearer Library II			1	79.50		79.50
Torchlighter Library I			1	79.50		79.50
Torchlighter Library II			1	79.50		79.50
Words I like to Read and Write			5	2.20		11.00
Words to Read, Write, and Spell			5	3.72		18.60
From Elephants to Eskimos			15	2.19		32.85
Teacher's Edition			3	3.30		9.90
From Fins to Feathers			15	2.28		34.20
Teacher's Edition			3	3.30		9.90
From Bicycles to Boomerangs			15	2.64		39.60
Teacher's Edition			3	3.30		9.90
From Codes to Captains			15	2.85		42.75
Teacher's Edition			3	3.30		9.90
From Actors to Astronauts			5	2.85		14.25
Teacher's Edition			2	3.30		6.60
From Coins to Kings			5	2.85		14.25
Teacher's Edition			2	3.30		6.60
Specific Skills Series Complete Specimen Set			10	25.00		250.00

TOTAL BUDGETED AMOUNT $954.42

EXPENDITURE ACCOUNT NO. 200 Instruction

Expense Class / Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Classroom Practice Kit			1	25.00		25.00
Tote Easy Teaching Rack			3	18.00		54.00
The Farm			1	2.50		2.50
Farm Animals			1	2.50		2.50
Zoo Animals			1	2.50		2.50
Our Pets			1	2.50		2.50
The School			1	2.50		2.50
The Circus			1	2.50		2.50
Simple Transportation			1	2.50		2.50
Cars and Trucks			1	2.50		2.50
Water Transportation			1	2.50		2.50
Air Transportation			1	2.50		2.50
The Negro Family			1	2.50		2.50
Safety On Streets and Sidewalks			1	2.50		2.50
The Community			1	2.50		2.50
Community Helpers			1	2.50		2.50
Community Workers			1	2.50		2.50
Alphabet Capitals (yellow)			10	.75		7.50
Manuscript Lower Case Letters (yellow)			6	2.95		17.70
Rhyming Pictures			1	2.50		2.50
Opposite Concepts			1	2.50		2.50
Color Recognition			1	2.50		2.50
Initial Consonant Substitution			1	2.50		2.50
Toy Chest of Beginning Sounds			1	2.50		2.50
Final Consonant Blends			1	2.50		2.50
Long and Short Vowels			1	2.50		2.50
Members of the Family			1	1.00		1.00

TOTAL BUDGETED AMOUNT $160.20

EXPENDITURE ACCOUNT NC. 200 Instruction

Expense Class / Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Magic Cards (Classification Opposites Sequence)			10	1.50		15.00
Consonant Pictures for Peg Board			1	3.25		3.25
Magic Cards--Consonants			10	2.10		21.00
Blends and Digraphs Pictures for Pegboard			1	2.00		2.00
Magic Cards--Blends and Digraphs			10	1.00		10.00
Vowel Pictures for Peg Board			1	4.30		4.30
Magic Cards--Vowels			10	1.50		15.00
Syllable Rule and Accent Clue Transparencies			1	24.00		24.00
Peg--Flannel Board			1	21.00		21.00
Dictionary Skill Transparencies			1	27.00		27.00
Dictionary Skill Worksheets			1	4.00		4.00
Extra Plastic Envelopes for Magic Cards (doz.)			5	1.00		5.00
Pupil's Seat Work Chart			20	.35		7.00
Jumbo Letter Cards			5	.25		1.25
Wall Chart			3	5.00		15.00
Plastic Mark			5	.15		.75
Plastic Mark			5	.15		.75
Phonic Talking Letters			1	1.25		1.25
Alphabet Desk Cards			5	.40		2.00
Primary Crossword Puzzles			5	2.00		10.00
Primary Crossword Puzzles			5	2.00		10.00
End-In-E Game			3	.80		2.40
Quiet Pal Game			3	.80		2.40
Phonetic Quizmo			2	2.00		4.00

TOTAL BUDGETED AMOUNT $208.2[illegible]

EXPENDITURE ACCOUNT NO. 200 Instruction

Expense Class / Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Phonetic Drill Cards			2	2.00		4.00
Phonetic Word Builder			2	.60		1.20
Phonetic Word Analyzer			2	2.00		4.00
Sentence Builder			2	1.00		2.00
Link Letters			10	1.00		10.00
Educational Password Game			1	2.00		2.00
Picture Sequence Cards			1	1.25		1.25
Crayola Crayons--Tuck Box			10	.15		1.50
First Reading Books (16)			1	30.24		30.24
Basic Vocabulary Books (16)			1	38.24		38.24
Folklore of the World Books (12 Books)			1	31,08		31.08
Pleasure Reading Books (13)			1	31.07		31.07
My Puzzle Book I			5	.56		2.80
My Puzzle Book II			5	.56		2.80
Picture Word Cards			4	1.00		4.00
Popper Words, Set One			4	1.00		4.00
Popper Words, Set Two			4	1.00		4.00
Basic Sight Cards			4	1.25		5.00
Group Word Teaching Game			4	1.98		7.92
Sight Phrase Cards			4	1.00		4.00
Take			2	1.50		3.00
The Syllable Game			2	2.10		4.20
Group Sounding Game			2	2,50		5.00
Teacher--Help Booklets Complete set of 5 Booklets			1	2.00		2.00
Sights and Sounds Unit A (with listening stations)			1	411.10		411.10

TOTAL BUDGETED AMOUNT $616.40

EXPENDITURE ACCOUNT NO. 200 Instruction

Expense Class / Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Sights and Sounds, Unit B (with listening station)			1	401.40		401.40
Sights and Sounds, Unit C (without listening station)			1	305.10		305.10
Elementary Guidance Unit			1	102.37		102.37
Additional Teacher's Manual			2	2.95		5.90
Taste			1	133.55		133.55
Additional Teacher's Manual			2	2.95		5.90
Reading-Thinking Skills Grades 1-6			16	3.25		52.00
Phonics We Use, Book A			10	1.50		15.00
Phonics We Use, Book B			15	1.50		22.50
Phonics We Use, Book C			15	1.50		22.50
Phonics We Use, Book D			10	1.50		15.00
Phonics We Use, Book E			5	1.50		7.50
Phonics We Use, Book F			5	1.50		7.50
Phonics We Use, Book G			5	1.50		7.50
Buddy's Book of Puzzles			10	.20		2.00
Phonics and Word Power Program			10	.55		5.50
Phonics and Word Power Program			10	.55		5.50
Phonics and Word Power Program			10	.55		5.50
Read-Study-Think			10	.20		2.00
Read-Study-Think			10	.20		2.00
Read-Study-Think			10	.20		2.00
Read-Study-Think			10	.20		2.00
Read-Study-Think			10	.20		2.00
Readiness for Map Skills			10	.20		2.00
Map Skills for Today			10	.20		2.00

TOTAL BUDGETED AMOUNT $1,136.22

XPENDITURE ACCOUNT NO. 200 Instruction

Name and Title, Purpose, or Item pense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Reader I, Paper			10	.69		6.90
Reader II, Paper			10	.69		6.90
Reader III, Paper			10	.78		7.80
Reader IV, Cloth			5	1.71		8.55
Reader V, Cloth			5	1.71		8.55
Reader VI, Cloth			5	2.01		10.05
Teacher's Edition-Reader I			2	.69		1.38
Teacher's Edition-Reader II			2	.69		1.38
Teacher's Edition-Reader III			2	.78		1.56
Teacher's Edition-Reader IV			1	.96		.96
Teacher's Edition-Reader V			1	.96		.96
Teacher's Edition-Reader VI			1	1.26		1.26
New Phonics Skilltext Series						
Book A			5	.69		3.45
Book B			5	.69		3.45
Book C			5	.75		3.75
Book D			5	.75		3.75
Teacher's Edition- Book A			1	.69		.69
Teacher's Edition- Book B			1	.69		.69
Teacher's Edition- Book C			1	.75		.75
Teacher's Edition- Book D			1	.75		.75
Wheels			5	1.80		9.00
Riddler			5	1.80		9.00
Bearcat			5	1.80		9.00
Smashup			5	1.80		9.00
Teacher's Manual-Checkered Flag Series			4	.75		3.00
The Sea Hunt			5	1.65		8.25

TOTAL BUDGETED AMOUNT $120.78

EXPENDITURE ACCOUNT NO. 200 Instruction

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Map Skills for Today			10	.20		2.00
Map Skills for Today			10	.20		2.00
Map Skills for Today			10	.20		2.00
World of Adventure Series			5 sets	12.00		60.00
Teacher's Guide			3	1.20		3,60
Dan Frontier Series			10 sets	18.85		188.50
Teacher's Manual			3	1.32		3.96
Cowboy Sam and Big Bill			10	1.68		16.80
Cowboy Sam and Freckles			10	1.68		16.80
Cowboy Sam and Dandy			10	1.68		16.80
Cowboy Sam and Miss Lily			10	1.80		18.00
Cowboy Sam and Porky			10	1.80		18.00
Cowboy Sam			10	1.80		18.00
Teacher's Manual			3	1.00		3.00
Sailor Jack Readers (10 Books)			3	14.58		43.74
Teacher's Guide			2	1.00		2.00
The Moonbeam Series (5 Books)			3	7.23		21.69
Ready to Read			5	.75		3.75
Ted and Polly			5	.75		3.75
Up and Away			10	.87		8.70
Animal Parade			10	.87		8.70
Picnic Basket			10	.87		8.70
Blazing New Trails			10	.93		9.30
Flying High			10	.93		9.30
Shooting Stars			10	.93		9.30
Annotated Teacher's Edition One for each level			8	.99		7.92
Merrill Linguistic Readers w Alphabet Book, K-1			5	.69		3.45

TOTAL BUDGETED AMOUNT $509.76

EXPENDITURE ACCOUNT NO. 200 Instruction

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Treasure Under the Sea			5	1.65		8.25
Submarine Rescue			5	1.65		8.25
The Pearl Divers			5	1.80		9.00
Frogmen in Action			5	1.80		9.00
Danger Below			5	1.80		9.00
Whale Hunt			5	1.80		9.00
Rocket Divers			5	1.80		9.00
Teachers Manual-- Deep-Sea Adventure Series			5	.75		3.75
Kinlder Owl Books (20 Books)			1	37.50		37.50
Little Owl Books (40 Books)			1	59.85		59.85
Young Owl Books (40 Books)			1	69.00		69.00
Wise Owl Books (20 Books)			1	37.50		37.50
Very First Words for Writing and Spelling			2	2.28		4.56
Pixie Dictionary			2	1.96		3.92
Word Wonder Dictionary			2	3.96		7.92
Sounds of Home			5	2.28		11.40
Teacher's Edition			1	3.28		3.28
Sounds of Numbers			5	2.88		14.40
Teacher's Edition			1	3.88		3.88
Sounds Around the Clock			5	3.04		15.20
Teacher's Edition			1	4.04		4.04
Sound of Laughter			5	3.20		16.00
Teacher's Edition			1	4.20		4.20
Sound of the Storyteller			5	3.40		17.00
Teacher's Edition			1	4.40		4.40

TOTAL BUDGETED AMOUNT $379.30

EXPENDITURE ACCOUNT NO. 200 Instruction

Expense Class / Name and Title, Purpose, or Item	Project Time Full	Project Time Part	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
Sounds of Mystery			5	3.92		19.60
Teacher's Edition			1	4.92		4.92
Sounds of a Young Hunter			5	3.92		19.60
Teacher's Edition			1	4.92		4.92
Sounds of a Distant Drum			5	3.92		19.60
Teacher's Edition			1	4.92		4.92
Listen and Do Complete			1	36.00		36.00
The Gray Oral Reading Tests Form A & B			1	75.00		75.00
Durrell Analysis of Reading Difficulties						300.00
Otis Quick Scoring Mental Ability Test--Non-Verbal Form						150.00
Nelson Reading Test (Form A&B)						100.00
Bond-Hoyt-Clymer Silent Reading Diagnostic Test						100.00
California Reading Test						75.00
Gates-MacGinitie Reading Tests						60.00
Teen-Age Tales						
Book A			2	2.28		4.56
Book B			2	2.28		4.56
Book C			2	2.28		4.56
Book One, 2nd Edition			2	2.28		4.56
Book Two, 2nd Edition			2	2.28		4.56
Book Three, 2nd Edition			2	2.28		4.56
Book Four, 2nd Edition			2	2.28		4.56
Book Five, 2nd Edition			2	2.28		4.56
Book Six, 2nd Edition			2	2.28		4.56

1010.60

TOTAL BUDGETED AMOUNT: 1,010.60

EXPENDITURE ACCOUNT NO. 200 Instruction

Name and Title, Purpose, or Item	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amt.
Expense Class				
The Mystery of Morgan Castle	2	1.80		$ 3.60
The Mystery of the Marble Angel	2	1.80		$ 3.60
The Mystery of the Midnight Visitor	2	1.80		$ 3.60
The Mystery of the Missing Marlin	2	1.80		$ 3.60
The Mystery of the Musical Ghost	2	1.95		$ 3.90
The Mystery of Monk's Island	2	1.95		$ 3.90
The Mystery of the Marauder's Gold	2	1.95		$ 3.90
The Mystery of the Myrmidon's Journey	2	1.95		$ 3.90
Teacher's Manual for Morgan Bay Mysteries	2	.75		$ 1.50
		TOTAL BUDGETED AMOUNT		$31.50

Expenditure Account No. 200 - Instruction

Exhibit I-B = ________

Expense Class Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary, Rental, or Unit Cost	Budgeted Amount
Reading Filmstrip				$2,755.45	$ 2,755.45
Reading Slides			9 @ $60.00	540.00	540.00
Tapes, Records, Transparencies				670.00	670.00
Cards for Language Masters				35.00	35.00
S.R.A. Reading Lab			4 @ $55.95	239.80	239.80

EXPENDITURE ACCOUNT NO. 830 Fixed Charges

Expense Class / Name and Title, Purpose, or Item	Project Time Full Part	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
SALARIES (fringe benefits)					
Professional 10% fringe benefits	on total	salaries of	$61,500		$6,150.00
Non-Professional 18% fringe benefits	on total	salaries of	$12,000		$1,200.00

TOTAL BUDGETED AMOUNT $7,350.00

EXPENDITURE ACCOUNT NO. 1230-Capital Outlay (Equipment Only)

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Portable Tape Recorder			1	75.00		75.00
Record Player			1	80.00		80.00
Film Strip Projector			1	170.00		170.00
3 Microphones and wiring for installation of sound transmission from learning stations to observation booth	Estimated					120.00
12 Headsets, 3 amplifiers, and installation of sound reception from learning stations to observation booth	Estimated					550.00

TOTAL BUDGETED AMOUNT $995.00

PART IV

COMPLIANCES AND ASSURANCES

ASSURANCES FOR INITIAL APPLICATION

THE APPLICANT HEREBY GIVES ASSURANCE TO THE UNITED STATES COMMISSIONER OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Attach a copy of substantiating documents(s));

2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;

3. In planning the program proposed in the application, there has been and in establishing and carrying out that program, there will be participation of the appropriate cultural and education resource (s) of the area to be served;

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the United States Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);

6. The project will be operated in compliance with Public Law 89-10 and with the Regulations and other policies and administrative issurances by the Commissioner, including submission of such reports as may be required;

7. Copies of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (Attach copy of authorizing documents(s).)

I, John H. Doe, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto, and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: July 5, 1968

Harold County Public Schools
(Legal name of applicant)

BY ____________________
(Signature of authorized representative)

Superintendent of Schools
(Representative's title)

NOTARY PUBLIC: Subscribed to before me this

July 5, 1968 Manor, (City) Tappan (State)

NOTARY
PUBLIC
SEAL

SIGNATURE OF NOTARY PUBLIC ____________________

DATE NOTRARY'S COMMISSION EXPIRES January 1, 1968

CERTIFICATE

I, John H. Doe, Superintendent of the Harold County Public Schools, Manor, Harold County, Tappan, hereby certify that in a regular meeting of the Board of Education of the Harold County Public Schools held on June 4, 1968, the superintendent was duly authorized to submit a proposal requesting federal funds under Title III of Public Law 89-10, to implement the program entitled School Improvement Through Communication Skills Development. This program will be located in the Harold County Public Schools in the state of Tappan. It is further certified that this record may be found on the minutes of the Harold County Board of Education dated June 4, 1968, appearing on page 273 of Minute Book Number I.

WITNESS my signature this

John H. Doe, Superintendent
Harold County Public Schools

LEGAL AUTHORITY TO APPLY FOR GRANT

Excerpts from Charter and Related Laws, Harold County, Tappan,
Title 6. Education, Chapter 1, Administrative Provisions, 1965

Sec. 6.1.1. Maintenance of free public school system. (p.197)

The Harold County Board of Education is hereby empowered to maintain a system of public schools, as established by law in said county, which shall be free to all the children within the county.

Sec. 6.1.2. Board of education -- Composition, election, term. (p.198)

The Board of Education of Harold County shall consist of one member from each of the eight districts of the county, who shall be a resident of the district and in addition thereto there shall be elected one member from the county at large. The said members shall be elected at the same time members of the County Commission are elected and shall serve a term of four years or until their successors are elected and qualified. Such members must be elected by a majority vote of the county.

Sec. 6.1.8. Same -- Control of funds; supervision and government of schools. (p.200)

Said board shall have the sole control of the distribution and disbursement of the apportionment made each year and shall not exceed, in their expenditures or contracts, the total of the yearly apportionment. All payments therefrom shall be made as provided by existing Charter provisions. Said board shall be held responsible for the proper use, disposition and expenditures of the funds, so appropriated, and shall have the sole authority to fix salaries of the officers, employees, and teachers in the public schools, the purchase of supplies, therefor, the furnishing thereof, insuring the same, and paying the premiums therefor, and to take such other steps as may be needed in the preservation and protection of all property in their charge, provided the total amount so expended does not exceed the yearly apportionment.

Said board shall elect and have control over the superintendent, officers, teachers, and employees of the public schools, and shall have the exclusive supervision of the government of said schools, free and independent of any existing or future ordinances of the County Commissioners, subject only to the requirement that all rules passed by said Board shall be reasonable and in conformity with the Constitution and laws of the State of Tappan. Said board shall cause accurate minutes of all its proceedings and an accurate record of all expenditures to be kept, both of which shall be open to the inspection of the public at reasonable hours.

PART V

APPENDIX

COMMUNICATION SKILLS

REVIEW OF RELATED LITERATURE AND RESEARCH

In April, 1967, the American Educational Research Association published in Vol. XXXVII, No. 2, of the "Review of Educational Research" a complete volume on current studies in Language Arts and Fine Arts. Chapters II, IV, V, and VI of this Report are of particular value for consideration in the present study. Abstracting from this publication we find the following:

(A) Chapter II - Reading in the Elementary School

(1) Methods

This Chapter reviews significant reading research from July, 1963, to June 1966. Over 900 research articles at the elementary, secondary, and college reading levels appeared during this period. Bloomer (1964) found that children who used progressive choice materials achieved significantly more than children using eclectic methods. McNeil (1964) found that when reading was taught by female teachers, girls were superior to boys on word recognition measures. However, boys outperformed the girls when auto-instructional techniques were employ This raised the question of the appropriateness of traditional first-grade procedures in teaching reading to boys.

Ellson and others (1965) found that a combination of regular classroom teaching and programmed teaching of reading was more effective than either approach alone. Bear (1964) compared matched groups of first-grade children taught by analytic and synthetic phonic approaches to reading with all groups using the same basal reader series. The phonic approach used was the only difference reported between the two methods. At the end of one year no significant differences were found by the Gates Primary Reading Test and Metropolitan Achievement Test; however, at the end of the sixth year the phonic group was found to be superior on the vocabulary section of the Gates Reading Survey.

From 1963 to 1966 there was much interest in the effect of teaching letter names and sounds in the initial stages of reading instruction. "Olsen (1963) found that knowledge of letter names and sounds was essential in the first grade for developing a basic sight vocabulary. He found, in addition, that phonic applications to new words correlated .70 with a first grade oral reading test. In addition, he observed that it was not necessary to develop a 75-word sight vocabulary before teaching word analysis skills."

Downing (1964) found that Initial Teaching Alaphabet (ITA) pupils were significantly superior to Traditional Orthography (TO) pupils in the book level attained at the end of a two-year period and also superior on measures of word recognition and oral reading. Bliesmer and Yarborough (1965) compared five analytic and five synthetic approaches to reading instruction and found the synthetic groups were superior in the majority of instances where statistically significant differences were found. Additional references listed in this report on "Methods" were: Burrows and Lourie (1963); Budoff and Quilan (1964): Fox and Fox (1964); Groff (1964); Gurren and Hughes (1965); Mazurkiewicz (1965); Spache and Baggett (1965); Stone (1966).

The Cooperative Research Branch of the U. S. Office of Education supported 27 separate coordinated research projects on beginning reading instruction. "First-grade reading methods investigated included (a) basic reading, (b) language experience, (c) linguistic emphasis, (d) phonetic emphasis, (e) individualized reading, (f) initial teaching alphabet, (g) audiovisual, (h) reading readiness, (i) approaches for the culturally different, and (j) in-service programs and other approaches."

In these studies teacher effect appeared to be greater than method effect. Thus, the conclusion that the greatest improvement in reading instruction may result from the improvement of teacher effectiveness, not from a change in methodology.

Mazurkiewicz (1966) found ITA populations to have significant differences over TO groups on tests of word reading, but no differences were found on paragraph meaning and word study sub-tests. Macdonald, Harris, and Mann (1966) compared individualized reading and ability grouping procedures and found that there were no differences that were significant when tested by the Stanford Achievement Test.

Manning (1966) found an early intensive letter readiness approach, and that approach supplemented with a writing program, to be superior to a basal reading program. Murphy (1966) "found that a better name and sound approach followed by systematic phonics and visual word study and an approach which added writing responses to the preceding one were superior to an eclectic basal program."

(2) Early Reading and Readiness

Durkin (1963) found that children beginning first grade who were able to identify 18 of 37 common words on entrance to school enjoyed quiet activities and solitary play more than nonreaders and that these early readers averaged one year higher on test scores than non-early readers at the end of the first grade. Durkin (1964) found that children who read prior to entering first grade had a median achievement significantly higher than that of normal readers by the time they reached the sixth grade.

Hillerich (1965) in a five-year study, reported that children who had a formal program of pre-reading skills in kindergarten achieved significantly higher on prereading and reading achievement skills by the end of the first grade than children who did not attend this formalized program. Brzeinski (1964) found that 61 experimental classes of kindergarten children who received instruction on beginning reading for 20 minutes a day scored significantly higher at the end of grade one than did the control group of students.

(3) Factors in Success and Failure

Loban (1963) made an intensive study of the oral language of elementary school children. Competence in spoken language appeared, in this study, to be an essential ingredient for competence in reading and inductive reasoning proved to be the most appropriate approach for developing generalizations. Sandstedt (1964) found that retarded readers were more successful with visual tests of unrelated objects than with auditory tests of unrelated words. She also found that retarded readers made higher scores on total memory span than on total auditory memory span.

Otto (1965) in investigating the sibling patterns of good and poor readers found a significant advantage in reading among only and elder children. Kass (1966) found psycholinguistic disabilities among 21 retarded readers. Aaron (1965) identified a summer reading program for retarded readers involving 400 teachers using basal readers, programmed materials, packaged kits, and experience stories separately and in various combinations. Young primary children gained approximately two months, those taking the Gates Advanced Primary Reading Achievement Test averaged three months gain and scores on informal reading inventories indicated that children made an average gain of one and a half grades on instructional levels during the summer reading period.

Balow (1965) found that retarded readers need additional remediation beyond that given in an intensive summer program if they are to continue to grow at approximately 75 percent of the normal reading growth rate. Balow and Blomquist (1965) found in their study that retarded readers may overcome their deficiencies and become successful adults.

(4) In-service Programs and Evaluation

Adams (1964) revealed that twenty-eight separate aspects of the teaching of reading were indicated by teachers to be useful topics for in-service meetings. Morrill (1966) investigated the role of the consultant in promoting reading achievement in the first grade. He found that schools utilizing reading consultants achieved significantly higher than schools giving teachers one-half day, semimonthly for in-service meetings, on paragraph meaning, vocabulary, and reading scores; but teacher attitudes favored the in-service meetings. Sipay (1964) compared informal reading inventories and various reading achievement tests. His study concluded that the three standardized tests employed overestimated instructional level by at least one grade level and that the frustration-level was underestimated by all three tests.

(5) Interests and Tastes

Mandel (1964) made comparisons between current and nineteenth-century children's readers. In nineteenth-century readers, identity and motivation were derived from the father, whereas in current readers peer groups serve this role. Nineteenth century readers portray a world of dangers, temptations, and evil impulses, whereas the current series portray good impulses and rich possibilities. Wargny (1963) found that religion and moral values were given special attention in McGuffey's Readers and that animal characters were used nineteen percent of the time. Seven modern reading series to which the McGuffey Reader was compard used animal characters 57 percent of the time and insulated their readers from their environment much more than did McGuffey who included stories of misbehavior, punishment, death, and social problems.

Byers (1964) found through tape recordings what topics children find of major interest. The emphasis of these findings was on immediate environment and additional emphases on sciences, real life drama portrayals, and the necessity of reflecting boys' interests. Curry (1963) found by questionnaires that boys like art, arithmetic, spelling, health, and physical education better than reading, whereas girls prefer spelling, art, music, and arithmetic.

(B) Chapter IV - Listening

(1) Teaching of Listening

Research in listening over the last three decades reveals that listening ability can be improved with instruction. Fawcett (1963) conducted a study which showed that students who received instruction in listening scored significantly higher on a listening test.

Lundsteen (1963) investigated the effects of instruction on discriminating, or critical listening. She found a statistically significant gain by the group which received instruction over the performance of students who had received no instruction. Lundsteen (1965) followed up the earlier study and found that the experimental group which had received instruction still scored significantly higher on the experimental test and that students in this group also reported instances of transfer of training.

(2) Factors Affecting the Teaching of Listening

Van Wiengerden (1965) found that teachers say theyspend more time teaching listening than they actually do and that they rely more on incidental than on direct teaching. Farrow (1963) and Condon (1965) revealed that objective scores on listening tests increase with age. Furbay (1965) found that seating arrangement affected listening. Brooks and Wulftange (1964) found that interest in the materials presented and the personality of the speaker affected listening comprehension. Edinger (1964) found that televised lessons on listening and critical thinking improved scores on standardized listening tests, but not on a test of critical thinking abilities. Brown (1965) found that elementary school students who regularly watch television scored higher on listening tests, but that there was no relationship to the number of hours spent watching television.

Ross (1964) compared listening test scores of good and poor listeners who were identified with the upper and lower extremes of his test population. He found a high positive relationship between listening and reading, arithmetic, and socioeconomic factors. Lundsteen (1965) found no relationship between listening and personality. DeHoop (1965) found that speaking presentations of 210 words per minute yield better results for mentally retarded students, and that 175 wpm was better for the cerebral palsied students. Friedman and Williams (1965) revealed that speaking rates can be increased without loss in listening comprehension.

(3) Listening and Reading

Recent studies reported correlation coefficients between listening and reading as being positive and high: Ross (1964) found a coefficient of .75; Brown (1965) found coefficients of .82 at fourth grade level; of .75 at fifth grade level; and .77 at sixth grade level; Condon (1965) and Fawcett (1963) also found high correlations. Other studies have indicated that the tests being used to establish correlations may be measuring something else than, or in addition to, listening ability.

Reeves (1965) found no significant differences in the effect of specific instruction in listening or reading performance. Lewis (1963) found no significant differences between listening and reading scores or between the reading scores of those who had instruction in listening and those in a matched control group. Hollingsworth (1965) found no significant differences between reading scores of junior high school students who had listening instruction and those who did not.

(4) Other Correlational Studies

Lawson (1964) suggested that the listener function in an individual "probably plays an important role in the ultimate development of his skill as a speaker in being able to order verbal behavior." Brilhart (1965) found no positive correlation between certain kinds of listening and speaking activities.

The relationship of listening to intelligence in recent studies was as follows: Ross (1964) found correlations of .76 between listening scores and verbal intelligence scores and .25 between listening scores and nonverbal intelligence scores. Brown (1965) reported correlations between listening and intelligence at the fourth, fifth, and sixth grade level of .82, .76, and .77 respectively. Anderson and Baldauf (1965) found correlations of .58.

(5) Measures of Listening Ability

Research in listening is predicated on the assumptions that listening can be measured and that effective measuring instruments exist. Recent reports raise serious questions about listening research findings. Anderson and Baldauf (1963) concluded that estimates for reliability of the Sequential Tests of Educational Progress: listening fell below minimal acceptable levels for tests used for individual evaluation. Langholz (1965) reported that listening efficiency scores on the Brown-Carlsen Listening Comprehension Test reflected the difficulty of the individual item, that the interpretation of the scores should be based upon an index of difficulty and that basic question refinement techniques to decrease their difficulty should be applied. Kelly (1965) questioned the construct validity of both of the tests since the two tests failed to correlate higher among themselves than with reading and intelligence tests. Dixon (1964) and Russell (1964) noted the lack of adequate tests in listening and suggested that a source of such tests may be in unpublished dissertations.

(0) Chapter V - Written Composition

(1) Evaluating Composition

It has been suggested that the evaluation of composition should be the first matter of importance for greater progress in composition research. Diederich (1966) proposed that pre- and post-test measures be abandoned and that evaluation be accomplished through monthly composition grades. He offered a plan for evaluating the effectiveness of the composition program by massing papers from all grade levels together and rating them according to the Diederich Scale.

Østvedt (1965) attempted to validate a composition scale made up of principal elements of the nine most popular recently published scales. Despite teachers commitment to the idea of objective measures proposed in this research, and despite the effort to provide such an objective scale, reliability was not found.

Armstrong (1965) attempted to develop an objective measure for rating fifth grade compositions. He was only partically successful in this study, finding that differences in the compositions were probably due largely to the subjects upon which they were written and that fully 10% of the total variance was due to undefined elements.

(2) Teaching Methods

Most research studies in composition combine ability with actual teaching processes. Burton and Arnold (1963) examined the extent to which frequency of writing and intensity of teacher evaluation affect performance in written compositions. The writers concluded that there is no evidence:

(a) that extensive evaluation is more effective than moderate evaluation

(b) that practice is in itself a means of improving writing

(c) that one combination of writing frequency and evaluation intensity is more effective than any other.

(d) that one combination of frequency and evaluation is more effective for the ability level than another.

In a similar study McColly and Remstad (1963) reached the same conclusion of efficacy of frequent writing in improving student performance.

Wheeler (1965) and Christiansen (1964) conducted two other studies which seemed to lend additional support to those persons who question the "theme a week" assumption.

(3) Stimuli For Writing

Several researchers investigated the different ways in which the stimulus for writing influenced student production. Nelson (1965) studied for a period of ten months the effect of a wide variety of topics on vocabulary and verbal output. She discovered a wide range of individual differences and great variation from assignment to assignment and concluded that there is a qualitative difference in writing as a function of the topic assigned but that early success transfers to a later situation and may minimize the influence of the immediate topic.

Carlson (1963) studied the influence of different kinds of stimuli for writing. Her experimental group was stimulated to write by lessons exposing them to books, records, pictures, and toys; whereas the control group stimuli was restricted primarily to story titles. After the fourth lesson the experimental group scored higher on originality, versatility of vocabulary, and total number of words used, but the groups seemed to converge again toward the end of the experiment.

Jenks (1965) found that experimental students who kept a list of composition ideas; a daily journal with three weekly essays focused on a single subject, mood or opinion; a personal manual; a spelling list; and extra credit manuscripts were more effective in creativity than were control students who were stimulated to write by the usual methods, and that parental background did not influence its effectiveness.

Barnes (1964), working with second grade children, gave 45 experimental students 60,000 small word cards and 100 grooved boards for use in assembling the words into sentences. After 16 weeks the experimental children wrote longer stories and used more varied words and displayed greater imagination than did the control students.

(4) Teachers' Attitudes

Perceptive and encouraging attitude on the part of the teacher has long been recognized as an important ingredient in producing better creative work in all types of students. Nikoloff (1965) gave 100 fifth and sixth grade teachers a writing standards inventory and then asked the students of these teachers to fill out another form which revealed their interpretation of their teachers' writing standards. The term "high standard" was used for a teacher who emphasized spelling, neatness, and conventions: while the term "low standard" was used for a teacher who emphasized ideas and originality. In this study it was found that students of low standard teachers wrote more words, had more rare ideas, and possessed slightly higher over-all qualities than students of high standard teachers.

Taylor and Hoedt (1966) with 105 fourth grade students had three teachers handle the papers of half of the students by giving them praise without correction, they gave the other half criticism with correction. Through observation and check sheets, the children's attitudes were then assessed and it was found the groups were about equal in writing improvement, but that the group receiving praise without correction wrote more and had more favorable attitudes. Therefore, the investigators concluded that children's work will not deteriorate if criticism and correction are withheld in favor of praise.

(5) Grammar and Composition

Previous research has indicated a very low correlation between the knowledge of grammar and the ability to write. Klauser (1964) and White (1964) used structural linguistics with junior high students. White found the seventh grade classes who were instructed in structural linguistics showed more improvements as measured by the STEP writing and essay test in student composition than did students who were interested in traditional grammar, or not interested at all. Klauser found that the seventh grade and ninth grade experimental groups gained in their understanding of effective writing, but in the eighth grade there was no significant difference.

Bateman and Zidonis (1965) taught generative grammar over a two-year period to 50 ninth grade students. This study of generative grammar seemed to have a significant effect upon the ability of students to produce very well-formed sentences.

(D) Chapter VI - Handwriting and Spelling

(1) Handwriting

Anderson (1963) compared the norms of English and Scottish children to the norms of American children on a series of reading and spelling tests, and a handwriting scale standardized in the United States. This study found:

(a) at age 7 the English and Scottish children excelled the test norms for American children the same age in virtually all comparisons.

(b) the English and Scottish children tended to lose ground with advance in age in the paragraph meaning test and the handwriting scale.

(c) at ages 11 and 14 American children tended to show greater variability than did the English and Scottish children.

(d) at age 7 girls within the larger samples had mean scores which excelled the mean scores of the boys in all comparisons on all tests.

(e) at ages 11 and 14 the girls tended to retain an advantage on the handwriting scale.

Bolen (1964) conducted a study to determine the relationship between manuscript writing and spelling achievement in grade 3. In this study 160 students began a transition to cursive writing in October. An experimental group began the transition to cursive writing the following May. Procedures for the study were similar for both groups in spelling instruction. The data was analyzed with respect to handwriting treatment, IQ and sex, on spelling achievement. The result concluded:

(a) no significant difference between the handwriting groups in the ability to spell.

(b) no significant difference between the correlation of IQ and spelling gains of the two groups

(c) a 5% sex difference factor in favor of males for the mean spelling gain scores in the manuscript group.

Lewis (1964) and Lewis and Lewis (1965) reported a study to analyze errors in the formation of manuscript letters for first grade children. Some of the findings of this study included:

(a) considerable variance in incidence of error with the letter forms of the manuscript alphabet

(b) incorrect size, incorrect relationship of parts, and incorrect placement as to line, were the three most common errors

(c) the most frequent 9 errors were in those forms in which the curves and vertical lines converge

(d) more errors were made by the boys than by girls both before and after instruction

(e) little relationship between error and chronological age

(f) some relationship between maturity and incidence of error

(g) a slight relationship between incidence of error and visual perception

(h) the incidence of more errors of almost all types among left-handed students before instruction and significantly high level of reversals after instruction

(i) greater incidence of error in free writing than in copying letters.

(2) Spelling

Oswalt (1962) studied the effect of proof reading for spelling errors on the achievement of fifth grade pupils. In this study boys in the fifth grade with IQ scores of 110 and below showed improvement after spelling instruction. Girls were better than boys in recognizing errors in proofreading for spelling.

Plessas (1963) studied children's errors in spelling homonyms and found that:

(a) certain homonyms were hard to spell in grades 3 - 6

(b) majority of errors involved substitution of wrong homonyms

(c) the presence of error in homonym substitution varied greatly within the grade and among the different grades, with no regular pattern of errors found

(d) errors did not show uniform decrease from lower to upper grades.

Reid and Hieronymus (1963) and Reid (1966) evaluated five methods of teaching spelling in second grade and third grade. These methods were test-study-test, word perception with test, word perception without test, proof reading and correcting, and workbook alone. The authors found the test-study-test and word perception method were somewhat superior to the proof reading and correction method and workbook method On the two list dictation test, significant differences were found in favor of the test-study-test, word perceptions, and proof reading methods over the correcting and workbook methods. In regard to sensitivity to error, correcting method and workbook method were found to be slightly favored over the test-study-test, word perception and proof reading methods. The authors concluded that the effectiveness of spelling instruction is not so much a matter of method but rather of how adequately the method is implemented.

Hall (1964) studied the possibility that the letter mark-out method added the corrected test procedure might produce different results than the corrected test alone. At the end of the study the author concluded that neither approach appeared to be significantly better but that the letter mark-out method might make a slight contribution.

(E) Language Arts Research Using Open Court Materials

(1) Hegeler Project

In the fall of 1964 the Hegeler Foundation undertook a comparative study to determine the value of the Open Court Publishing Company Correlated Language Arts Materials. These materials featured intensive initial phonics, early writing reinforcement activities, readers utilizing children's classics, including folk tales, fables, Mother Goose rhymes, and also readers that are highly correlated to the total Language Arts program, since the same words and stories are used in the development of reading, writing, and speech skills.

This study involved nine widely separated school systems who were low to low average in socio-economic and educational disadvantagement. Sixty-four teachers took part in the experiment with thirty-two in each of the control and experimental groups. The 32 control teachers averaged 4.2 years of college and the 32 experimental teachers averaged 4.1 years of college training. The two groups of teachers were almost identical in the number of years of experience in teaching and were rated about equal on a teacher information survey instrument that was administered to both groups. Seven hundred and four children with a mean chronological age of 79.4 months and a mean IQ of 94.80 used the experimental materials, whereas the control group had 717 children with a mean chronological age of 79.1 and a mean IQ of 94.36.

The 32 experimental teachers used the Open Court Basic Readers and supplementary materials whereas the control teachers used either the Scott, Foresman; Ginn; American Book Company; or Houghton Mifflin basic reading series.

In May of 1965 the control and experimental classes were tested with the Stanford Primary, Form X, reading tests, and the Stanford Primary, Form J, spelling test. In no case did any teacher test her own class. In the analyses of these test results, the 704 children in the experimental group were found to be significantly superior to the 717 children using traditional basal materials on all five achievement sub-tests: word reading, paragraph meaning, vocabulary, word study skills, and spelling. Thus the conclusion was drawn that disadvantaged children do profit from some or all of the elements distinguishing the experimental programs: intensive phonics, a strong writing emphasis, and use of classics for content.

(2) Lincoln Park Study

In 1964 the Lincoln Park School District in Rockford, Illinois, installed the Open Court Correlated Language Arts Program on a system-wide basis. In order to have control classes, another Rockford school district was secured who used Scott, Foresman basic reading materials. In this study the IQ's of the control students were somewhat higher than the experimental students in Lincoln Park.

The results of this study showed that despite a four-point handicap in the IQ's the experimental classes scored higher on all five achievement tests: word study skills, word reading, paragraph meaning, vocabulary, and spelling. Four of these differences were found to be significant by the t-test and three of them were highly significant beyond the .01 level of significance.

A second evaluation of the project was made by comparing the experimental first graders in Lincoln Park to the Lincoln Park first graders from the year before. The mean readiness score of the experimental children and the control children of the year before was found to be almost equal. In this comparison the experimental children scored significantly higher on all the achievement sub-tests given: word knowledge, word discrimination, and reading comprehension.

(3) Additional Findings

During the 1966-67 school year, the Brevard County Public School System in Florida began using the Open Court Program Materials. At this time there is no data concerning comparative achievement results; however, subjective observations by teachers and administrators utilizing the materials and verified by the Director and Associate Director of the Gainesville Component of the Southeastern Education Laboratory have shown unusual progress by many of the students using the materials and lends full support to the previous research findings.

In addition, the Gurren-Hughes review of research on the effect of an intensive-phonics approach in beginning reading was published in April, 1965, by the Journal of Educational Research. This report tabulated 22 vigorous comparisons between intensive-phonics groups and gradual-phonics groups. This investigation showed that 19 of the comparisons favored the intensive-phonics group, and that three comparisons favored neither group.

Another meaningful report has recently been made by Jeanne S. Chall, professor of education at Harvard University. With the help of a small staff and support from the Carnegie Corporation of New York, she attempted to make an analysis of what all existing research suggests concerning beginning reading. Mrs. Chall concludes with five major recommendations as follows:

1. That beginning reading instruction shift from a meaning-emphasis to a code-emphasis approach.
2. That content of the reading programs be re-examined with preference being given to folk tales and fairy tales over traditional family centered materials.
3. That grade levels of readers be re-evaluated.
4. That better diagnostic and achievement tests be developed.
5. That greatly improved research into reading be carried out.

This report substantiates considerably the use of materials such as are provided in the Open Court Correlated Language Arts Program dre to the fact it is a code-emphasis approach, more words are introduced earlier and the content utilizes the folk and fairy tale approach.